

ТЕРАПІЯ ТА РЕАБІЛІТАЦІЯ

WAYS TO MOTIVATE THERAPY AND REHABILITATION SPECIALISTS TO MASTER A FOREIGN LANGUAGE (EXEMPLIFIED BY ENGLISH)

ШЛЯХИ МОТИВАЦІЇ ФАХІВЦІВ ІЗ ТЕРАПІЇ ТА РЕАБІЛІТАЦІЇ ДО ОВОЛОДІННЯ ІНОЗЕМНОЮ МОВОЮ (НА ПРИКЛАДІ АНГЛІЙСЬКОЇ)

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Abstracts

Nowadays, English remains one of the global languages, and therefore, the study of English is an integral part of professional training in a higher education institution. Practice shows that university students majoring in therapy and rehabilitation experience difficulties of mastering the language and insufficient motivation.

Purpose is to analyze the motivation of university students majoring in therapy and rehabilitation to master English.

Material. It was conducted a questionnaire and a survey of university students (n = 50) majoring in therapy and rehabilitation.

Results. Given that English is now one of the most common languages of communication, there is an urgent need for rehabilitation specialists to master it to access advanced technologies and participate in various conferences, courses, and workshops organized and led by leading scientists and practitioners in English. The results of the questionnaire and the survey allowed evaluating English proficiency at the time of university enrolment and after studying for 4 semesters: before starting university study, 40% of students had A1, 50% – A2, 10% – B1; after completing the English course at the university (after 4 semesters of study), 10% had A1, 20% – A2, 70% – B1. The above data show a sufficient advance in the English language proficiency. However, it can be noted that no student has reached B2 and above. Survey findings on students' desire to undertake further study of English are divided as follows: 50% are willing to undertake further study at the university, and 50% are not.

Conclusions. University students realize that a command of English will allow a therapy and rehabilitation specialist to provide rehabilitation services, feel free to communicate with English-speaking patients and be abreast of modern achievements in rehabilitation, which will subsequently increase competitiveness in the labor market.

Key words: foreign language, English, students, motivation, learning.

У наш час однією з найпоширеніших мов міжнародного спілкування залишається англійська, а тому невід'ємною складовою професійної підготовки в закладі вищої освіти є вивчення англійської мови. Практика показує, що здобувачі вищої освіти за спеціальністю «Терапія та реабілітація» стикаються з труднощами в оволодінні мовою, а також недостатньою мотивацією.

Мета – проаналізувати мотивацію до оволодіння англійською мовою здобувачами вищої освіти зі спеціальності «Терапія та реабілітація».

Матеріал. Проведене анкетування, опитування здобувачів вищої освіти (n = 50) спеціальності терапія та реабілітація.

Результати. Враховуючи, що сьогодні однією з найбільш розповсюджених мов спілкування є англійська, постає нагальна потреба оволодіння фахівцями реабілітації англійською мовою для

доступу до передових технологій та участі в різних конференціях, курсах, семінарах, які організують і проводять передові науковці та практики англійською мовою. Результати анкетування та опитування надали можливість проаналізувати рівень володіння англійською мовою на момент зарахування в університет і після вивчення впродовж 4-х семестрів: перед початком навчання в університеті 40% студентів мали рівень А1, 50% – рівень А2, 10% – В1; після завершення вивчення англійської мови в університеті (після 4 семестрів навчання) рівень А1 мали 10%, А2 – 20%, В1 – 70% студентів. Вищенаведені дані показують достатнє зростання рівня оволодіння англійською мовою. Поряд із цим можна зазначити, що жоден студент не досягнув рівня В2 і вище. Опитування щодо бажання студентів надалі вивчати англійську мову показало, що думки розділилися: 50% мають бажання надалі вивчати в університеті англійську мову, 50% не мають бажання продовжувати вивчення англійської мови.

Висновки. Здобувачі вищої освіти розуміють, що знання англійської мови дозволить фахівцю з терапії та реабілітації надавати реабілітаційні послуги та добре розумітися з англомовними пацієнтами, бути в курсі сучасних досягнень реабілітації, що дозволить у майбутньому підвищити рівень конкурентоспроможності на ринку праці.

Ключові слова: іноземна мова, англійська мова, студенти, мотивація, навчання.

Introduction. Full-scale invasion, active hostilities, and the high demand of Ukraine's population for qualifying rehabilitation services to restore health and work capacity cause a global need for higher education institutions to train specialists in therapy and rehabilitation. At the same time, amidst the intensification of international cooperation and the necessity to establish strong economic, scientific, and cultural ties, the role of a foreign language as a means of cross-cultural communication and dialogue, exchange of rehabilitation experience, and creation of joint projects has significantly increased [2; 4; 5]. Nowadays, English remains one of the global languages, and therefore, the study of English is an integral part of professional training in a higher education institution. Practice shows that university students majoring in therapy and rehabilitation experience difficulties of mastering the language and insufficient motivation. Although level tests are conducted to distribute students into groups with relatively the same level of proficiency when forming groups for learning a foreign language, most academic groups consist of students with mixed abilities (type of memory, learning style, etc.) [3; 11]. When analyzing such a situation, there is a need to move from the classical educational space to the virtual one and the introduction of e-learning, which helps students familiarize themselves with the material and do foreign language homework at a time of their convenience [6; 7; 9].

At the same time, a command of a foreign language has a significant potential for creating

conditions for the professional fulfilment of a therapy and rehabilitation specialist, given the inclusion of Ukraine in the global socio-economic, educational and cultural processes. A foreign language proficiency allows a professional to enhance their competitiveness in the labor market and influence not only personal progress but also the success of the organization one affiliates with since a foreign language competence opens access to the latest achievements of science, which accelerates the introduction of various innovations in the rehabilitation process [8].

University students' successful mastery of a foreign language requires high motivation, individual approach, favorable trusting relations during communication, and positive psychological climate in the classroom [10; 12].

Thus, needs for rehabilitation and the involvement of relevant specialists in international health activities will grow in the coming years, which is a significant challenge for the health care system.

The purpose of the study is to analyze the level of English proficiency of university students majoring in therapy and rehabilitation and describe ways to improve it.

Material. Results of the questionnaire and survey of university students (n = 50) majoring in therapy and rehabilitation are analyzed, namely, English proficiency before university admission, the degree of satisfaction and the level of its proficiency after learning the language during the first 4 semesters, and the degree of motivation to master the English language.

Research findings. Training of specialists in physical therapy and occupational therapy (now therapy and rehabilitation), who are able to provide highly qualified assistance in improving health, compensating for functional disorders, and preventing human motor dysfunctions, has been and remains an urgent need today.

Specialists under consideration work as independent practitioners and in a team with other health professionals, adhering to the ethical principles of the World Confederation for Physical Therapies (WCPT). They can provide initial consultation patients, and patients/clients can, in turn, directly contact rehabilitation specialists without referral from other medical professionals. Physical therapy specialists have systemic knowledge of human motor activity, provide services in medical institutions, educational-rehabilitation centers, educational and social protection institutions, sports and training centers, sports teams. In addition, they are engaged in scholarly activities and cooperate with scientists from different countries. Given that English is now one of the global languages, specialists have to master the language to access advanced technologies and participate in various conferences, courses, and workshops organized and led by top scientists and practitioners in English.

The results of the questionnaire and the survey allowed analyzing the level of English proficiency at the time of university admission and after studying for 4 semesters:

- before starting university study, 40% of students had A1, 50% – A2, 10% – B1;
- after completing the English course at the university (after 4 semesters of study), 10% of students had A1, 20% – A2, and 70% – B1.

The above data show a sufficient progress in the English language proficiency. However, it can be noted that no student has reached B2 and above.

Surveys on students' aspiration to keep studying English are divided as follows: 50% are willing to undertake further study at the university, and 50% are not.

Moreover, university students mark some negative aspects during English classes, namely:

- a) the same material as in school;
- b) lack of arranged basic words on the specific topic;
- c) constant changes in the schedule.

Among positive aspects of learning the language at the university, it is noted:

- a comprehensible information statement;
- assessment during the study of the educational component;
- intelligible explanation, well-structured training;
- communication with classmates in English;
- intelligible explanation of English tenses.

During the language study university students would like to:

- communicate more in English;
- use modern learning methods;
- have live communication with native speakers;
- have greater attention to grammar and speaking.

According to university students, the most effective methods of learning foreign languages are:

- watching movies;
- communication;
- tests;
- game-based training;
- online training.

Among the surveyed university students majoring in therapy and rehabilitation, 40% are motivated to learn English and realize its importance for their profession. Therefore, they strive to be fluent, gain experience from foreign specialists, and be familiar with their latest methods of the rehabilitation process.

University students state that a command of English will allow a therapy and rehabilitation specialist to provide rehabilitation services, feel free to communicate with English-speaking patients and keep abreast of modern achievements in rehabilitation, which will boost competitive capacity in the labor market in the future and promote career growth.

As a result, there is an urgent issue of finding the recent technologies for learning English that would catch the interest of modern specialists and provide an opportunity to master the language as

best as possible and introduce these technologies into the educational process.

The educational process in a higher education institution is an intellectual and creative activity in education and science via a system of instructional and pedagogical measures aimed at the transfer, assimilation, multiplication, and use of knowledge, skills and other competencies in students as well as the formation of a harmoniously developed personality. It combines three components: the learning process, the scientific process and the teaching process. The educational process is organized considering the capacity of modern information learning technologies and is focused on the formation of an educated, harmoniously developed personality capable of constantly updating scholarly knowledge, professional mobility, and rapid adaptation to changes and progress in the socio-cultural sector, technics, technology, management systems, and labor organization in a market economy.

At the same time, given the lack of motivation to study English [1], it is appropriate to introduce facilitation during additional courses, under which both the teacher and students are responsible for learning and mastering new knowledge and skills that will help to maximize the involvement of all participants in the process.

Having analyzed the scientific and methodological literature, it can be marked that the successful study of English depends on many factors.

The teacher's vision and students' expectations of the course may differ, so at the beginning of the classes it is worth learning about what students expect from the course so that the classes are more effective. It is advisable to find out what students are ready to do for this – this will shift the responsibility for the educational process onto students. This will encourage students to understand that it takes time and efforts to complete the course effectively. Students also should be about for obstacles in the learning process. Along with this, students may have different stirring life the teacher should know about and regard, given that responsibility is shared and the interests of both students and teachers should matter.

It is essential to draw up rules together for the course and not to violate them, e.g.: issues of attendance, deadlines, etc.

It is equally important to have a place where all course materials are stored, but not just a textbook, namely those sections or exercises discussed in the classroom involving the teacher's comments, so that students can refresh memory at home. A positive impetus for the active participation of students is the exercise «reveal teacher's secret»: before or after each task you should explain to students why and for what they do it. Exercise promotes motivation, because it allows the student to see their learning progress and its relation to the ultimate goal. At the end of each lesson, it is also crucial to summarize what and why you did today. To succeed, you need to give students a little responsibility and authority and share with them the right to decide on learning material and ways. In our opinion, facilitation will contribute to the joint purposeful activity of all participants in the educational process.

Discussion. Although level tests are conducted to distribute students into groups with relatively the same level of proficiency when forming groups for learning a foreign language, most academic groups consist of students with mixed abilities (type of memory, learning style, etc.). Thus, considerable attention should be paid to individual abilities and needs, which is manifested in the specification of goals, objectives, content and ways of organizing the educational process and requires diversity and variability of training.

The priority tasks are to focus on the active involvement of university students in training search for the most effective forms and methods of teaching a foreign language to raise a competitive generation of specialists in various fields of science. Traditional approaches are being replaced by a flexible way to help the teacher adjust training methods given the educational needs, competencies, and abilities of each student.

Conclusions. University students realize that a command of English will allow a therapy and rehabilitation specialist to provide rehabilitation services, feel free to communicate with

English-speaking patients and keep abreast of modern achievements in rehabilitation that will

subsequently boost their competitiveness in the labor market.

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