

DEVELOPING MEDICAL STUDENT'S RHETORIC COMPETENCE IN THE SYSTEM OF PROFESSIONAL TRAINING

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Abstract

The article discusses the issue of developing medical student's rhetorical competence in the context of the professional potential implementation within medical activities. The process of developing a proper level of medical student's rhetorical competence is revealed by the authors through a range of professional competencies that require specific skills of speech culture and speech interaction both within a production team and in interaction with medical service consumers. The authors have identified the range of professional medical requirements for the quality and essence of medical student's rhetorical competence, which can be implemented in various conditions for professional medical activities. The importance of a high level of medical students' rhetorical competence and the need for its systematic improvement in the context of dynamic conditions for professional self-realization are indicated. The authors proposed to develop medical student's rhetorical competence based on a special course on medical rhetoric containing the following educational modules: "Classical rhetoric canon as the basis for developing future physician's discursive and rhetorical competences", "Medical rhetoric in developing future physician's verbal and communicative skills in a professional environment", including such sections as "The structure of communication within the doctor–doctor, doctor–team and doctor–patient systems", "Rhetoric of professional dialogue", "Rhetoric and its specifics in various fields of medicine", and "Scientific medical rhetoric". At the end of the special course, a survey was conducted to check its effectiveness. It was found that 86% of the students noted the importance of the course and the high positive effect obtained from the acquired knowledge and skills of professionally oriented speech communication in various models of interaction within the framework of the profession being mastered. 8% of the respondents noted the usefulness of the course and marked the high importance of only a few thematic sections. 6% of the respondents expressed an indifferent opinion. Developed rhetorical competence is important for a future doctor, as it is a necessary basis for producing messages of various genres in the professional medical field: from communicative skills of interaction in medical, preventive, research, and educational activities to the preparation of various documents.

Keywords: rhetorical competence, medical students, medical practice, interaction with medical service consumers, terminological arrangement, conditions for professional communicative interaction.

1 INTRODUCTION

Rhetoric competence of future physicians in the process of their mastering speech skills in the field of professional activity is today among some of the most necessary and sought-after. This is due to the fact that in everyday medical practice, the professional speech skills and communicative abilities begin to play a significant role.

In the sphere of medical professions, the development of medical student's rhetorical competence involves two important aspects: on the one hand, it is the presence and improvement of certain psychological and psychophysiological qualities with a certain degree of ability, and, on the other hand, the presence of rather high requirements for the development of future physician's rhetorical competence due to the complicated organizational structure of a specialist's professional speech and the need for its terminological arrangement.

These aspects determine the process of activating and increasing the professional terminological vocabulary of medical students and learning the corresponding speech patterns in the professional training system.

2 LITERATURE REVIEW

The issues of developing rhetorical competence in modern professional education are becoming increasingly important at the stage of initial professional self-realization.

Thus, innovative technologies related to the development of rhetorical competence are highlighted in the works of A. A. Yevtyugina and I. V. Kashina (A. A. Yevtyugina, 2011; I. V. Kashina, 2005).

The methodological and didactic specifics of the process of teaching rhetoric in the framework of higher technical education related to the assimilation of relevant terminology and the ability of highly effective professional communication in the process of carrying out future professional activity under production conditions is disclosed in the works of L.A. Shabalina (E. Malushko et. al 2017, L.A. Shabalina, 2013).

In the context of scientific elaboration of the problem of developing rhetorical competence, special attention is given to future professionals of the pedagogical sphere (Yu. A. Belkina, 2015; Ye. N. Tarasova, 2012; Dolzhikova et.al., 2018).

As for the medical sphere, the aspects of medical rhetoric are not as widely represented as, for example, in pedagogy or other humanitarian areas. This fully justifies the need to reinforce the communicative-speech training of medical students and the development of their rhetorical competence.

The idea of focusing the educational process in medical schools on mastering the basics of rhetoric is presented in the concept of M. R. Savova, who saw the improvement of situations of professional communication of future doctors in mastering the basics of general rhetoric at the initial stage of high school medical education, and, accordingly, with the acquisition of advanced professionally oriented knowledge, mastering the basics of private (medical) rhetoric at more advanced courses. This system of developing medical student's rhetorical competence made it possible, from the author's viewpoint, to solve two main issues:

- To reflect the specifics of professional speech training of future physicians in terms of verbal-cognitive and communicative activities and
- To use the potential of general and medical rhetoric for a higher level of professional training of future specialist in the field of medicine (Savova, 2010).

The importance of developing future physician's rhetorical competence was considered in scientific research from the standpoint of close interrelations between verbal-cognitive activity and a special type of doctor's thinking, which should be aimed at implementing the operations of analysis, synthesis and generalisation of the results of medical practice, as well as clear and precise production of the essence and results of these operations in speech presentation. This experience is not conceivable without implementing the educational potential of general and private (medical) rhetoric in the system of professional training of future physicians.

3 METHODOLOGY

The experience of training future physicians can be implemented for creating a special course on medical rhetoric with its further integration into the educational space on the basis of a medical university.

The implementation of this special course was carried out on the basis of modular technology, during which students were offered the following educational modules: "Classical rhetorical canon as the basis for developing future physician's discursive and rhetorical competences", in which students acquired the skills of professionally oriented dialogue, the ability to lead a discussion, organise a monologue, etc. (this module also included the study and analysis of the historical retrospective of rhetoric as a science, its interrelations with other sciences, terminological and categorical apparatus, theoretical and methodological foundations, etc.) and "Medical rhetoric in developing future physician's verbal and communicative skills in a professional environment", including such sections as "The structure of communication within the doctor–doctor, doctor–team and doctor–patient systems", "Rhetoric of professional dialogue", "Rhetoric and its specifics in various fields of medicine", etc. (these sections were designed to directly contribute to the development of future physician's rhetorical competence, which included mastering, on the one hand, purely professional knowledge in a particular medical field, and, on the other hand, general cultural, communicating and persuading skills, which manifest themselves in various aspects of professional medical activities, etc.), "Scientific medical rhetoric" (this module was focused on mastering the specifics of communication within medical research activities, including rhetoric of scientific discussion, mastering the strategic possibilities of rhetoric in scientific discourse, forming a dialogue strategy using tactical and rhetorical methods for conducting scientific dialogue, etc.). In the process of implementing this unit, special attention was paid to the development of professional speech activity in connection with a fairly wide range of professionally oriented categorical apparatus, which required the implementation of special methods for developing student's professional speech competence.

According to a representative survey conducted at the end of the special course on medical rhetoric, it was found that 86% of the students noted the importance of the course and the high positive effect obtained from the acquired knowledge and skills of professionally oriented speech communication in various models of interaction within the framework of the profession being mastered. 8% of the respondents noted the usefulness of the course and marked the high importance of only some thematic sections. 6% of the respondents expressed an indifferent opinion.

4 DISCUSSION

Speaking about the importance of verbal and verbal-cognitive activities of future physicians and the need to develop and further improve rhetorical competence in the educational environment of the university, one should remember that the development level of the competence in question can be manifested both in the future physician's ability to convey to the patient the essence of prescriptions made during the treatment, and in the efficient feedback, which characterizes the patient's accurate and conscious fulfilment of these prescriptions, which indicates a higher degree of development of doctor's rhetorical competence manifested in the implementation of the phenomenon of compliance, demonstrating the ability of the physician to produce clear and accessible medical information in the course of interaction with the patient (Grinko 2016, 2017).

A sufficient level of future physician's rhetorical competence will make it possible to orient the field of professional and communicative interaction in terms of such important criteria as a high level of mutual understanding with colleagues and patients; predictability and controllability of social-productive relations; professionalism of medical recommendations realized by the patient; accuracy, clarity and accessibility of medical information, etc.

The development of rhetorical competence allows a medical student to comprehend the modern professional realities even at the stage of initial professional self-realization, which is directly achieved by activating the specifics of the categorical-terminological apparatus in speech activity based on special methods of developing speech competence and theoretical understanding of the communicative potential of the future profession.

This potential can be objectively evaluated in the framework of the required development of such professional competencies as:

– Searching for professionally important information and ensuring its implementation in the course of professional interaction necessary for the effective fulfilment of professional tasks, professional and personal development;

- Using information and communication technologies in professional medical activity;
- Implementing the ability to carry out communicative and productive professional activities in a team, to communicate effectively with colleagues, managers and medical service consumers;
- Presenting information in an accessible, qualified, essentially undistorted form understandable for the patient; explaining the nature and essence of medical intervention; and
- Maintaining productive speech interaction with members of a professional team, brigade or volunteer assistants in various professional medical conditions (emergency situations, scientific events, professional research activities, etc.).

Within this context, the technology for implementing the methodology of developing medical student's rhetorical competence should be based on the algorithm of the initial in-depth understanding of educational material as well as subsequent professionally oriented actions.

Speaking about the development of rhetorical competence in modern conditions of higher medical education, it should be noted that, at this stage of development of the medical professional field, high-quality educational transformations have also determined the modification of social and communicative interactions at the university level. This was reflected in the intensification of the search for new ways of both managing the training of future medical professionals and preparing future professionals as subjects of socially controlled interaction. These transformations prescribe that future physicians should develop such methods of building professional speech relationships, which, on the one hand, meet the requirement for transmission of professionally relevant medical information and, on the other hand, ensure maximum accessibility in collaboration with medical service consumers, eliminating excessive severity in making contacts. However, the development of rhetorical competence also requires that future physicians should avoid excessive simplicity or familiarity in speech interaction (Vasilyeva, 2013).

Due to this contradictory range of speech requirements, a future physician should develop a rather meticulous ability to communicate, which, against the background of compliance with the normative professional speech indicators, should be implemented within the permissible framework of modern dynamic communication culture and its subsequent integration into further relationships with colleagues or patients (Daletsky, 2013).

5 CONCLUSIONS

Thus, the role of general and medical rhetoric in the system of professional medical education is of great importance. A high level of rhetorical competence of future physicians makes it possible not only to improve the specific type of thinking of a specialist in the medical field based on assimilated topoi, semantic models of thesaurus fields of medical terminology but also to convey the essence of processes, syndromes, features of treatment, etc. by mastering the specifics of medical speech communication.

Developed rhetorical competence is important for a future doctor, as it is a necessary basis for producing messages of various genres in the professional medical field: from communicative skills of interaction in medical, preventive, research, and educational activities to the preparation of various documents.

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