



Configuration Models of Augmentation Strategies Communication Skills for Medical Students

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Abstract

The methods of teaching are ways of actions by means of which the students, independently or with teacher's help, acquire new knowledge, form and develop aptitudes, skills and abilities. In general, students represent psycho-individual peculiarities, for this reason, it is necessary to use a large variety of methods of teaching/learning which will emphasize the potential of each student. The development of the formative character of methods involves the professional relationship emphasis (doctor – patient) of the student in the process of culturalization and personality development. Goals: The modernization of the process of teaching/learning the medical Romanian language. The literature of specialty gives us a faithful image of the antithesis which is created between modern and traditional methods of teaching. The traditional methods (didactic speech, didactic conversation, demonstration, work with textbook, exercise), expositive or frontal, are not following the new principles of active and conscious participation of the student in the process of knowledge acquiring. The usage of interactive methods has as the main objective to increase the motivation for studying and the self-confidence development providing conditions of forming the student's capacity to communicate in the Romanian language, accordingly preparing himself for the meeting with the patient. The main methods of developing critical thinking are: Cluster method, Mosaic method, Cube method, Starry bursting method, Cause - effect, Case study

Keywords: effective teaching, studies on education, medical language, interactive teaching methods

The conceptual correlation of the ideational structures: communicative skills vs professional skills

The essential element for the didactic environment represents the correlation of professional performances with their acquiring / assessment and validation. According to the statement of Richard Boyatzis, formulated in 1982, in "The competent manager" [1] regarding some important considerations referred to the term of competence, the last are defined as "... a feature, intrinsically individual which is indissolubly correlated with the efficiency performances and which could be measured according to certain established criteria".

The element of competence is correlated with the notion of efficiency, thus the acquiring of linguistic competences within the area of specialized languages in general, and of medical language in special, constitutes the essential individual part of the doctor specialist, as well as the way of modern configuration of the personal character.

The study based on the formation of communicative competences is larger than the institutional-didactic environment and represents a complex process of manifestation of the confluences between different skills: linguistic, communicative, intercultural, metacognitive, ontological. The study is focused on the dual approach of the researched problem related to the interdependence between the level of communicative competence and professional efficiency:

- from the theoretical perspective the communication role will be described as general process and the communication based on specialized languages as well will be presented;
- from the praxiological the strategies of evaluation of communicative skills to the students-physicians regarding the formation of professional competences will be presented;
- from the experimental perspective the elements of the designs of research that would correlate with the bank of hypotheses – basics of the diagnostics and prognostic of the efficient behavior of the university teacher will be presented.

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The teacher's role is not just that of giving information or knowledge, but also to present different models of managing the communicative flux in such a way that the student-physician will be able to choose options of activity that could give them more possibilities to realize the objective of effective performance of the professional tasks.

The emphasis of banks of hypotheses to develop the skills of communication (the experimental approach)

The communicative competence is a complex process that involves many components. The issued hypotheses will refer to the matter of being a good sender and / or a good receiver.

The praxiological strategies of realizing the methods of acquiring the abilities of a good sender could have the following configuration (applied on the students-physicians).

- The users are asked to elaborate a glossary related to a topic of research from the domain of medicine or regarding different circumstances of communication from medical institution, either user (physician) – specialist doctor, or user-patient.
- Both parts of the partnership of the study, the didactic framework and the user will discuss, propose, complete, eliminate and change different models with multiple tasks of storing and selecting of information presented in the thematic or circumstantial glossary.

The criteria of selection could be:

- Grammatical, thus it will ensure the reconfiguration of capacity of adequate usage of the linguistic structure;
- Lexical, it will focus on the presentation of lexemes having attached lexicographical articles from different types of dictionaries, images, video and audio messages.
- Thematic, it will take into consideration different aspects referring to the activity of professional research or circumstances of activity in the hospital environment.
- Intercultural, it will present different ways of clear rendering of certain expressions and codes specific to certain cultures.

The linguistic, circumstantial and intercultural contextualization represents an ability based on the awareness element of the student-physician of the phenomenon of conducting/directing/leading the communicative flux as an ensemble, general process and phenomenon in perpetual move, vectorial direction of which could be recognized only by means of multi-factorial analysis.

The data presentation in the thematic glossary could be realized at the level of:

- *lexeme* ;
- *utterance* ;
- *text*.

Consequently a good sender (student-physician) should possess skills of monitoring the studying process in order to be directed to acquire competences that would assure an efficient professional activity, having as result the professional performance. The university teacher could formulate the following hypotheses to establish the correlation between the strategies of studies and resources with their impact on the individual character of the student-physician as the future doctor specialist.

- a) In order to be a good sender in the process of directing the communicative flux, the user will become the manager of his/her own competences of metacognition;
- b) A good sender has the abilities of adequate usage of the lexemes that will reflect entirely the aspects of the reality considered by the doctor as the result of studying practices based on the implementation of strategies in elaborating the Specialized Personal Glossaries (according to the actional steps mentioned above);
- c) A good sender correlates the phenomenon of communication with that of linguistic, circumstantial and intercultural contextualization having as basis the previous experience and didactic practices of simulating different circumstances from the professional practice examined from the perspective of the strategies of communicative contextualization.



The formulated hypotheses will be validated according to the model of quasi experimental research within the university (students-physicians of the second year of study that experience the simulation of communicative situations, but which are involved in the process of elaborating the Specialized Personal Glossary as the resource of augmentation of the level of acquiring the communicative competences): students-physicians of the third year that finished the realization of didactic resources of support and which initiated the experience of its usage in the hospital institutions and for medical students from the residential cycle that would show the strength of the hypotheses as a way of manifestation of a good sender.

The same groups will participate in the experiment of didactic research related to the formation of behavior abilities of a good receiver. The communicative didactic resources will be integrated in the Journal of Receiving Experiences that will contain the following compartments:

- The experiences of receiving – doctor-specialist, domain of scientific research;
- Experiences of receiving – doctor-specialist related to the circumstances of professional activity;
- Experiences of receiving – doctor-patient.

The validity of the pedagogical experiment will be realized according to certain didactic strategies with layered character, from gathering data to its interpretation and mediation.

Paradigms and methodological models of developing communicational skills

During the hours of studying foreign languages L2 / L3, the paradigm determination plays an important role in designing the conceptual architectures of the ways of knowing and studying. The second half of the XXth century was marked by the constructivist paradigm in the educational field. The definition given by Nancy Brousseau and Jesús Vázquez-Abad is very flexible [2], because they consider that this archetype contributes to user's involvement/integration in "...the essence of study, with alternative stages of building and deconstruction of the cognitive models and models of competence individually and collectively".

Referring to the way of building the model of acquiring the skills necessary for communication, we will choose to elaborate some methodologies that start from the individual style of learning of the user as well as from the personal style of teaching of the given university teacher. The structuralist model of the text interpretation is reflected in the strategies based on the principle of increasing the tasks complexity, their diversity, as well as on their role of completing, changing, revealing the topic and offering plenitude to the research project.

As for example, the CUBE's technic represents an algorithmic way of carrying out a project starting from the activity of identification, selection and choosing a certain topic of research and realizing the stage of interpreting the message he/she will get to the two main directions of presenting the project product: as the sum of details (synthetic approach) or overview (analytical approach).

We consider important the revealing of the role of the autonomous learning style for a good sender and receiver. The commentaries of David Little presented in his article [3]: are very valuable by developing the complexity of the phenomenon from the historical perspective and from the integration into new social realities, as well as referring some names of notorieties in the domain under discussion.

In the context of tackled thematic we consider important the following statement: "There is nevertheless broad agreement that autonomous learners understand the purpose of their learning programme, explicitly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness [3] [4].

In other words, there is a consensus that the practice of learner autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others. This working definition captures the challenge of learner autonomy: a holistic view of the learner that requires us to engage with the cognitive, metacognitive, affective and social dimensions of language learning and to worry about how they interact with one another". (our underlining)

Starting with the objective of developing communicational skills teacher will decide in partnership with users, and according to the interpretation of previous didactic experimental data the actional steps of elaborating the algorithms of learning based on forming the abilities of responsibility, initiative and self-reflection.

The technic CASE STUDY was very appropriate from this point of view because, in the student groups, we applied the psychological test of identification and gathering the data related to the levels of managing the emotional competences (V. Robu, M. Tofeanu).

For the development of communicational skills for a good sender, owner of a synthetic learning style we propose the following tasks:

- to segment the message;
- to formulate the ideas adjacent to paragraphs;
- to determine the main and secondary ideas;
- to select the main ideas from all paragraphs;
- to elaborate an algorithm of mediating and presenting the most important ideas.

From the user's perspective, owner of an analytical learning style for a good sender, we recommend to realize the following learning steps that would reflect the selected method:

- the users will formulate the general idea of the text;
- the users will identify the number of important ideas that render the general meaning of the text;
- the users will distinguish the main and secondary ideas, and afterwards, the last will be attached to the main ones.
- the users will elaborate the conceptual structures of presenting and mediating the role of the secondary ideas/details in revealing entirely the main ideas.

From the perspective of good receiver, the existence / presence of a methodological conception of receiving the message is very important. The user will be directly involved in the process of knowing and gathering the data in such a way that he/she will take the learning responsibility as the way of facilitating the own social integration in the professional and social environment. The formative and interactive methods will be based on simulating ordinary or professional situations.

Another aspect that should be taken into consideration is the level of the user involvement. There is an interrelation between the degree of message comprehension by the user and the degree of his / her involvement, the maintaining an increased motivational level. Among the applied methods there is the technic CAUSE/EFFECT – learning technic which could be acquired in correlation with the activities of augmentation of the comprehension role.

The didactic approach of this method will be realized under the hypothesis that there is a correlation between the psychological comfort of the user (Effect 1), his/her level of involvement in the communicational process/act (Effect 2) and the intercomprehension.

We consider conclusive the statements given in the referential study ("Intercomprehension. Guide for development of language education policies in Europe: from linguistic diversity to plurilingual education" by Peter Doyé [5]: "Intercomprehension has a very solid psychological foundation – it rests on the interplay of man's faculty for language and his ability to exploit his previously acquired funds of knowledge".

Consequently the formative/interactive methods are based on the information generated by the pedagogy and the experimental evaluation that have as goal to elaborate the strategies that would ensure the user's performance according to the efficiency principle.

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