

# FORMATION OF THE ABILITY OF MEDICAL STUDENTS TO WORK IN TEAMS IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

N. Plotnikova, T. Usmanov, K. Wagner

*Kazan Federal University (RUSSIAN FEDERATION)*

## Abstract

The reforms taking place in the educational process of higher professional schools impose new requirements on the quality of training of students, future professionals in the field of medicine and healthcare. In modern society, graduates of higher educational medical institutions require new professional thinking, high mobility, competence, tolerance, and orientation towards intragroup activities carried out in teams. The introduction of a team form of training organization makes it possible to create an environment that allows medical students to master the skills and abilities of business interaction and cooperation, to form their ability to think critically, which includes the ability to think creatively, use new information and apply the acquired knowledge in practice. The topic of studying the learning process aimed at developing the ability of medical students to work in teams, and applying it in practice, is relevant and attracts the attention of both Russian and foreign researchers. According to their point of view, the process of studying at universities should be organized in such a way that future specialists in the field of medicine can master various professional competencies they need in their professional activities. The formation of the ability to work in teams is included in the content of many educational programs, but in some cases this competence is practically not implemented in the learning process. Despite the fact that foreign language teachers develop many ways of teaching, including the development of reading, writing, listening skills, they realize that one of the important tasks for them is how to teach students to work in teams. The implementation of student project work in teams in foreign language classes contributes to the improvement of their mental activity, the expansion of communication skills, the development of written competence and increased motivation. Thus, the formation of the ability of medical students to work in teams is possible only with purposeful and systematic training.]

Keywords: Students, graduates, medicine, teamwork, skills, competence.

## 1 INTRODUCTION

The team form of organizing activities is developing very rapidly in various professional spheres of modern society. In the field of healthcare, there has been a sharp leap in the development and implementation of the team form. But more and more, there is an understanding of a need for a radical change in the management style and system. The heads of medical institutions are increasingly coming to the conclusion that if they do not have a reliable professional team, they are unlikely to be able to achieve high performance in the activities of their organization. Therefore, they start working in a team and with medical personnel. There is even a formula that displays the "magic" effect of the team:  $1+1+1=5$ . Based on the research conducted by E. Deming, it is possible to identify the interrelated elements of the team. Scientific approach - quality - awareness of unity = team. Only the totality of all elements allows the team to function successfully, since the team is "a single effective whole, a team of like-minded people united by a common goal" [1].

Teams of medical students can vary in type depending on the goals set: research, interdisciplinary, cross-functional, project, virtual and others. All of them are aimed at performing certain functions: decision-making; acquisition, exchange and implementation of acquired knowledge; introduction of innovative approaches; cooperation. The authors of the study, relying on the research and analysis of the works of domestic [2] and foreign researchers E. Lawler and S. Morman [3], who paid great attention to the study of the issue of the existence of different types of teams, as well as a result of practical research on the topic, made it possible to distinguish the following types of teams:

- Team members work on a special task (project) for a long time. The composition of such a team may change over time.
- Members of a team are formed to achieve a specific goal and break up as soon as the desired results are achieved. Temporary work in such teams consists of performing small tasks and the following steps:
  - Exchange of ideas, own experience;
  - Definition of rules;
  - Exchange of information, discussion of data highlighted from various sources;
  - Making a decision on further actions;
  - Identifying a problem for further discussion;
  - Discussion of opposing points of view, disagreements;
  - Conducting a “brainstorming session”;
  - Preparing for a group discussion;
- Team members - representatives of various departments, groups that come together to work on a specific problem or task. They share information among themselves, develop new ideas, make creative decisions, set project deadlines, and most importantly, they are not limited in fulfilling the exact functional responsibilities and requirements. Team members make all decisions together.
- Team members are the most gifted and talented students who put forward their proposals to improve the quality level, help solve emerging problems in order to achieve improvement and high results in the work of the organization. A well-known form of existence of this kind of team is the “quality circle”, which usually consists of six or twelve people for the purpose of discussing, planning and reaching out for ways to improve the quality of work.

The interprofessional teams include representatives of various professions in the field of medicine with complementary skills, and are driven by the desire to implement a single goal aimed at ensuring the health and vital activity of patients. Certainly, the proper functioning of a team of healthcare professionals can improve people's quality of life and ensure their safety. More recently, medical errors ranked third in the list of leading causes of death in the United States. Baker, Day, Salas [4] believe that only well-coordinated teamwork can contribute to reducing their number, due to the fact that a team of professionals with various competencies, knowledge and skills is engaged in solving a particular problem. Lednev, Nikandrov emphasize the practical orientation of competencies. “Competence is the sphere of relations existing between knowledge and action in human practice” [5]. “Competence is the ability and willingness to apply knowledge and skills in solving professional tasks in various fields - both in a specific field of knowledge and in areas loosely tied to specific objects, that is, the ability and willingness to show flexibility in changing labor market conditions” [6]. *A set of certain skills (mental, practical, communicative, etc.), as well as a motivational approach for their implementation, value orientations used in the professional practice of medical workers, constitute the essence of the concept of “professional competence” of medical specialists.* (Our italics).

The process of forming the professional competence of future specialists begins long before the start of their professional activity, that is, in the process of teaching students in educational institutions. The introduction of a team form of organizing activities in the process of teaching university students creates prerequisites for prospects in their further professional activity, turning a university graduate into an independent, creatively and critically thinking subject of activity, possessing the skills and abilities of business interaction and cooperation.

## 2 METHODOLOGY

The methods of the research include: theoretical analysis of pedagogical and methodological literature; analysis and summary of pedagogical experience; induction and deduction; classification.

### 3 RESULTS

The authors of the study put forward the following tasks: to determine the possibility of forming the ability to work in a team, to carry out statistical processing of the results of the experiment, to analyze and evaluate the effectiveness of the team form of organizing education in the process of training future specialists at the university.

A survey was conducted among medical students to obtain information on the selection of the most significant skills required for teamwork. The authors of this study developed questions that made it possible to diagnose various personality traits necessary for working in a team, namely: curiosity, tolerance, the ability to object, responsibility for one's point of view, looseness, courage in statements, communication, mutual understanding, energy, tact.

The results of the ascertaining stage of the experiment showed that a methodology for the formation of critical thinking is necessary. Building a student team, creating a problem situation allowed team members to constantly search for the right solutions and answers to questions, to form such mental operations as analysis, synthesis, comparison, highlighting the main thing. This problem was solved at the formative stage of the experiment.

The plan of conducting training sessions on the formation of students' ability to work in a team

- 1 Divide students of academic groups into teams of 10–12 people.
- 2 During the discussion, highlight the advantages of a team approach to learning, when the student is actively involved in the process of teaching the course.
- 3 Discuss the tasks.
- 4 Consider and select the information necessary to solve the problem.
- 5 Discuss options for its solution.
- 6 Formalize solutions and present them in the products of educational activities.
- 7 Provide each team member with an opportunity to express their attitude to the material being studied.
- 8 Tell about the important things have been learned which is of direct importance for the professional work.
- 9 Discuss the importance of using methods of competence development.
- 10 Provide arguments, evidence, form a self-assessment and public assessment.

To identify the presence of skills to work in a team, the main skills necessary for the team form of organization of training were determined:

- 1 think independently and make independent assessments (“independence of assessment”);
- 2 argue the opinion, prove and refute a point of view (“problem formulation”);
- 3 identify problems, look for alternative ways out of the situation (“finding a way out”);
- 4 contribute ideas and set goals (“setting goals”);
- 5 psychologically correctly enter into the process of communication and own emotions (“Emotional control”);
- 6 openly and constructively criticize (“openness to criticism”);
- 7 evaluate your own and others' point of view and change them under the influence of arguments (“acceptance of arguments”);
- 8 have a culture of discussion, dispute, conversation, speech and express one's opinion in an accessible way (“accessibility and culture of presentation”);
- 9 listen and hear the interlocutor (“listening skills”).

Using a computer program [7], the authors of the study conducted a content analysis, calculated all the elements of the matrix on the matrix comparison algorithm and implemented a hierarchical clustering mechanism. As a result of the above actions, the team structure was obtained.

Table 1. Model of the main aspects of the concept of "team" (experimental group)

	Team attributes	Team sides model	
		Weight, %	Rank
1	Independence	23,2	1
2	Problem formulation	8,0	6
3	Acceptance of arguments	8,6	5
4	Setting goals	8,0	6
5	Accessibility and culture of presentation	8,4	8
6	Openness to criticism	9,46	4
7	Listening skills	6,5	7
8	Finding a way out	18,0	2
9	Finding a way out	13,3	3

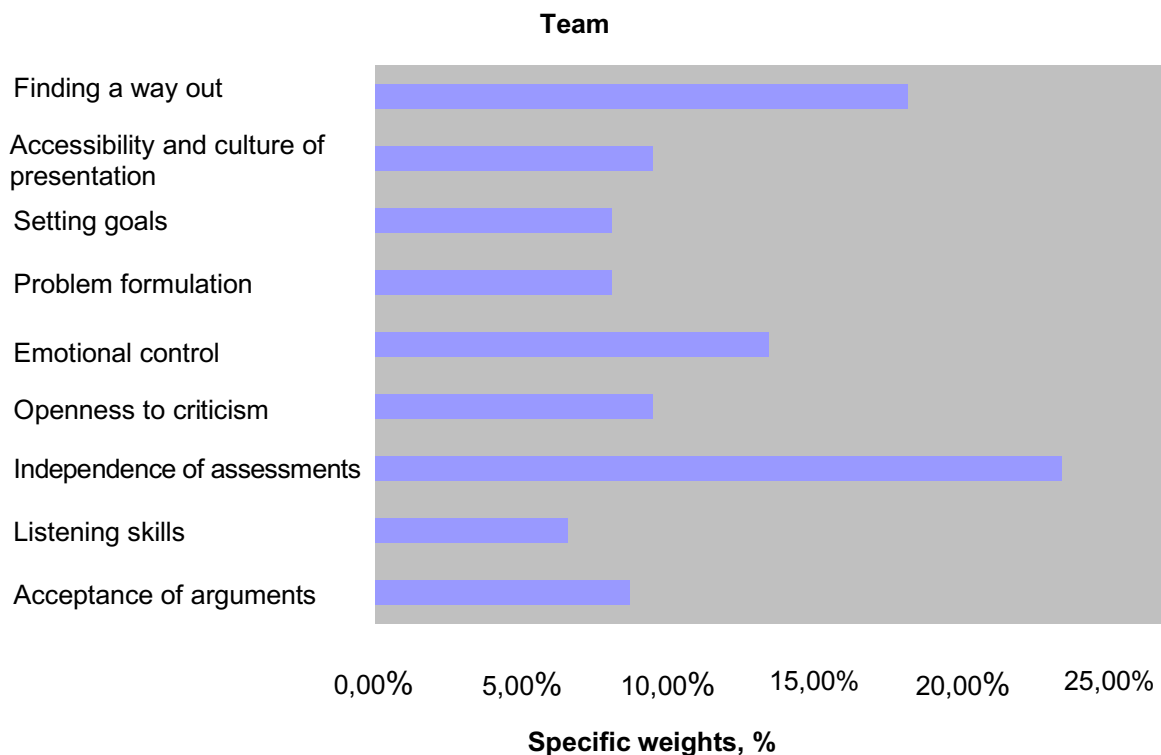


Figure 1. Team

All training sessions were productive, creative, based on business communication and included elements of critical thinking, namely, students were trained to set the right tasks and perform them, make the right decisions, critically comprehend them, solve problems. The obtained results of the experimental work by the authors of the study suggest that such skills of team members as "independence of assessments" and "finding a way out" are the most important (see Fig. 1). To form the skills of independence of assessments it is necessary to have all characteristics of critical thinking. However, for the independence of assessments and finding way out, according to the students, the most important qualities of critical thinking are communicativeness and curiosity, which, according to the rank scale take the 1st and the 2nd places.

The 3rd place is taken by tact and courage in the statements. The students formulate their estimates and beliefs independently of the others, and only the individual, independent character makes the thinking

critical. Thinking occurs when the team members are put in front of a number of problems, where an independent thinking process begins. Once the students begin to deal with a specific problem, they certainly correlate their viewpoints, discuss ideas in a team and find answers to their questions. To achieve the expected results, the team members shall not only process the facts, ideas, information, and subject them to critical reflection, but they shall be able to express their thoughts, to master the discussion culture. It can be assumed that having command of the emotions requires the ability to listen to the interlocutor, to appropriately conduct a conversation, using the pause, to master a discussion culture.

Table 2. Model responses of major sides of the "critical thinking" concept (experimental group)

	Team attributes	Model of the critical thinking I	
		Weight, %	Rank
1	Communicativeness	17.8	1
2	Courage in the statements	12.4	3
3	Ability to an objection	5.8	7
4	Energy	5.0	8
5	Responsibility	9.0	4
6	Tact	10.2	3
7	Tolerance	8.2	5
8	Mutual understanding	8.2	5
9	Looseness	7.5	6
10	Curiosity	15.8	2

## 4 CONCLUSIONS

Thus, the quantitative and qualitative data obtained as a result of the experiment allowed us to conclude that teaching students in teams is the most effective form of organizing training.

The effectiveness of a team of medical students is determined by the presence of a certain level of competence, the formation of specific skills among team members and the implementation of these skills in practice. In order for a team of medical specialists to function successfully, it is necessary, first of all, to correctly and clearly put forward the goals and objectives of the team.

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