



**RUSSIAN LANGUAGE AND MEDICAL COMMUNICATION: METHODS FOR  
DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE**

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**Annotation:** This article analyzes contemporary approaches to developing communicative competence among medical university students through the teaching Russian language. Particular attention is paid to the significance of professional communication for future physicians and pharmacists. The study examines active learning methods, situational dialogues, simulation exercises, digital technologies, and interdisciplinary integration, as well as the challenges encountered in developing communicative skills, and proposes strategies to address these challenges.

**Keywords:** Russian language, medical university students, communicative competence, professional communication, active learning methods, situational dialogues, simulation exercises, interdisciplinary approach, digital technologies, language training.

In modern healthcare, proficiency in the language of professional communication is an essential skill for medical students, as the effectiveness of interactions with patients, colleagues, and the scientific community directly influences the quality of diagnosis, treatment, and interdisciplinary collaboration [1]. In the CIS countries, the Russian language plays a key role in preparing future specialists, providing opportunities for professional growth and international cooperation.

The aim of this study is to identify effective methods for developing communicative competence among medical university students through the instruction of Russian. To achieve this aim, the following objectives are set: to determine the structure of students' communicative competence, examine methods for its development, analyze the main challenges, propose strategies to overcome them, and study international experience in developing both language and professional competence.

Communicative competence is the integration of knowledge, skills, and abilities that ensure successful interaction in a professional environment [2]. For medical university students, it includes five interrelated components:

**1.Lexical-grammatical competence** ensures the precise use of professional vocabulary and grammatical structures. For example, when preparing a medical report, a student correctly uses terms such as “hypertension,” “blood test,” or “contraindications.”

**2.Phonetic competence** involves accurate pronunciation and proper intonation, which is particularly important in oral communication with patients and colleagues. Incorrect stress or intonation when explaining a prescription can lead to misunderstandings.

**3.Sociocultural competence** encompasses knowledge of professional communication norms, ethical standards, and patients' cultural characteristics. For instance, when interacting with an elderly patient, a student considers psychological nuances and demonstrates respect.

**4.Strategic competence** refers to the ability to select appropriate communication strategies in various situations. For example, when consulting an anxious patient, a student uses a supportive tone, asks open-ended questions, and verifies understanding.



**5.Speech competence** includes mastery of both oral and written professional communication, allowing students to prepare reports, deliver presentations, and participate in discussions using professional terminology.

The integration of these components ensures comprehensive development of communicative competence, enabling effective interaction with patients, colleagues, and the scientific community.

International studies [3] indicate that developing communicative competence among medical students should integrate linguistic, sociocultural, and professional aspects. The use of active learning methods enhances student engagement and improves material retention.

Role-playing exercises simulate interactions with patients or colleagues. For example, one student plays the role of a physician, while another assumes the role of a patient with hypertension. During the dialogue, the student applies professional vocabulary, considers the patient's emotional state, and practices strategic competence.

Group discussions involve analyzing clinical cases, collaboratively evaluating situations, and applying professional terminology. For instance, discussing a treatment plan for a patient with diabetes develops sociocultural competence.

Case-based assignments require students to prepare written reports and present solutions orally. For example, students analyze an infectious disease case, collect the patient history, develop an examination plan, and deliver an oral presentation.

Simulation exercises and digital technologies [4] allow students to model real clinical situations and practice professional skills in a safe environment. Virtual simulators, such as a diabetes patient simulator or an emergency cardiovascular care simulator, help build confidence, reduce stress, and develop strategic competence. Online platforms provide interactive learning, testing, and real-time feedback.

Interdisciplinary integration [5] combines Russian language instruction with medical disciplines (anatomy, pharmacology, psychology), enabling the application of professional terminology in real contexts. For instance, while studying pharmacology, students prepare oral presentations on medications, discuss mechanisms of action, indications, and side effects, simultaneously developing strategic and speech competencies.

Despite the use of active learning methods, students face several challenges: limited vocabulary, lack of confidence in oral communication, insufficient time for language practice, and difficulty adapting to clinical situations. Proposed solutions include:

- creation of specialized lexical modules;
- regular oral communication training and role-playing exercises;
- blended learning (offline + online);
- use of interactive platforms with feedback;
- interdisciplinary projects and clinical practices.

Developing communicative competence in medical students through Russian language instruction is a fundamental part of their professional training. The systematic use of active learning methods, situational dialogues, simulation exercises, digital technologies, and an interdisciplinary approach ensures students' confidence in interactions with patients and colleagues, improves the quality of documentation, and fosters professional communication skills at an international level [6].

The development of communicative competence is a necessary condition for training highly qualified specialists capable of working effectively in modern healthcare.



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