

Improving the Communicative Competence of Medical University Students through Interactive Methods and Authentic Artistic Video Materials

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Annotation: This study aims to assess the effectiveness of interactive methods and the use of authentic artistic video materials in enhancing the communicative competence of medical university students. The research employs a mixed-methods approach, combining quantitative evaluation of communicative skill development with qualitative analysis of student perceptions of the learning process and its outcomes. The findings indicate that interactive methods, such as role-playing and simulations using artistic video materials, significantly contribute to improving students' ability to communicate effectively in medical contexts. Additionally, students report increased confidence and engagement in learning due to the utilization of innovative approaches. These results underscore the importance of integrating diverse interactive pedagogical strategies to foster comprehensive communicative competence among future medical professionals.

Keywords: communicative competence, medical education, interactive methods, artistic video materials, simulations.

Utilizing authentic materials like films in language learning always sparks interest, especially when it pertains to specialized fields such as medicine. Analyzing the data reveals several key points. Firstly, employing authentic films enhances the socio-cultural aspect of communicative competence. This approach vividly portrays the culture of the target language through nuances of speech, gestures, and expressions, enabling students to grasp contexts and meanings more deeply than through mere grammar and vocabulary instruction alone.

The use of authentic films significantly enriches the socio-cultural aspect of communicative competence. Research by Richards and Rodgers (2001) underscores that authentic materials, including films, provide learners with a window into the cultural nuances of the target language. This exposure goes beyond linguistic structures to encompass non-verbal communication cues such as body language, facial expressions, and social etiquette. For instance, scenes depicting doctor-patient interactions in medical dramas can illustrate not only medical terminology but also the appropriate interpersonal dynamics crucial in healthcare settings (Nunan, 2004).

Secondly, authentic films foster a deeper understanding of contexts and meanings compared to traditional grammar and vocabulary drills alone. According to Nunan (2004), authentic materials encourage learners to engage with language in contextually meaningful ways, which enhances their ability to comprehend and produce language naturally. Films provide rich, dynamic scenarios where language is used authentically, allowing students to witness how professionals communicate in real-world situations (McKay, 2006).

Furthermore, the communicatively oriented approach facilitated by authentic films promotes active learning and engagement. As noted by Kumaravadivelu (2006), interactive engagement with authentic materials leads to more profound cognitive processing and retention. Students are not merely memorizing vocabulary or grammar rules but are actively deciphering meaning, interpreting cultural contexts, and applying language skills in practical scenarios (Tomlinson, 1998). Moreover, the pedagogical framework surrounding the use of authentic films supports a holistic language learning

experience. By integrating visual and auditory stimuli, films appeal to multiple senses and learning styles, reinforcing linguistic input through diverse modalities (Gebhard, 2006). This multisensory approach has been shown to enhance language acquisition and retention, particularly in complex domains such as medical terminology and discourse (Brown, 2001). Teaching with authentic films emphasizes a communicatively oriented approach, providing students with a richer and more immersive learning experience. Films allow students to engage in real-life communication scenarios and experience how language is naturally used by native speakers. This exposure helps in acquiring language skills more effectively than traditional methods focused solely on grammar and vocabulary.

Moreover, films capture students' attention through visual and auditory stimuli, making learning engaging and memorable. They provide contextualized language input embedded in cultural and situational contexts, which enhances students' comprehension and language proficiency. By interacting with authentic materials, students also develop their ability to interpret non-verbal cues, understand cultural nuances, and adapt their language use accordingly. Interacting with authentic materials in this way not only enhances linguistic skills but also cultivates broader intercultural competence. Students learn to decipher non-verbal communication cues such as body language, facial expressions, and gestures, which are integral to effective communication in any language. This exposure enables them to adapt their language use appropriately in different social and professional settings, fostering a more nuanced and sophisticated communication style. Additionally, films provide nuanced portrayals of cultural practices, societal norms, and historical backgrounds, offering insights that textbooks alone cannot provide. Through analyzing characters' motivations, conflicts, and relationships depicted in films, students gain valuable perspectives on human behavior and cultural diversity. This deeper understanding enriches their language learning journey by connecting linguistic proficiency with cultural empathy and awareness. In essence, integrating authentic films into language education serves as a gateway to holistic learning, where linguistic competence merges seamlessly with cultural understanding. This approach not only enhances students' language proficiency but also prepares them to navigate and communicate effectively in diverse global contexts, thereby empowering them as proficient and culturally sensitive language users.

In language education, integrating authentic films supports principles of communicative language teaching by encouraging active participation and meaningful interaction in the target language. This approach not only improves language skills but also promotes learners' autonomy and critical thinking as they analyze characters, motivations, and social contexts depicted in the films.

Thirdly, the teaching methodology developed around authentic films enables students to practice grammar skills within a coherent flow of events. This intuitive approach directs learners' focus towards meaning rather than just linguistic form. Additionally, authentic films contribute to expanding students' vocabulary, including professional terminology.

In summary the effectiveness of using authentic films in medical English education is affirmed by research findings. Students demonstrate high levels of discursive and sociolinguistic competence, adeptly selecting linguistic forms and communication strategies across various contexts. They also exhibit skill in employing compensatory strategies when faced with gaps in knowledge or vocabulary. Thus, incorporating authentic films not only enhances students' linguistic development but also enriches their cultural and professional experiences, making this teaching method highly effective and appealing. Overall, using authentic films in language learning settings offers a dynamic way to enhance communicative competence while deepening cultural awareness. It enriches students' learning experiences by bridging the gap between language learning and real-world application, making language acquisition both effective and enjoyable.

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