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ADAPTED LITERARY TEXTS AS A DIDACTIC RESOURCE IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE TO FUTURE PHYSICIANS

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ABSTRACT

The article examines the didactic potential of adapted literary texts in teaching Russian as a foreign language (RFL) to future physicians. The relevance of the study is determined by the need to integrate linguistic and professional training of international medical students. The aim of the study is to evaluate the effectiveness of adapted literary texts as a means of developing communicative and professionally oriented competencies.

The research material includes adapted literary texts selected according to students' language proficiency levels (A2-B1), thematic relevance, and professional orientation. The study involved international medical students (n = 64) divided into experimental and control groups. The methodology combines a pedagogical experiment, questionnaires, language testing, and both quantitative and qualitative data analysis. The results demonstrate a statistically significant improvement in the communicative competence of students in the experimental group, along with increased learning motivation and awareness of professional communication. The findings confirm the effectiveness of adapted literary texts in teaching RFL to future physicians and support their inclusion in medical university curricula.

KEY WORDS: *Russian as a Foreign Language, RFL, Adapted Literary Texts, Medical Students, Future Physicians, Communicative Competence, Professionally Oriented Language Teaching.*

INTRODUCTION

In the context of the internationalization of higher medical education, the issue of teaching Russian as a foreign language (RFL) to future physicians has become increasingly relevant. International medical students are required not only to acquire general communicative language skills, but also to develop professionally oriented communicative competence that ensures successful academic study and future medical practice. This situation necessitates the search for effective didactic tools that enable the integration of linguistic and professional training.

One such tool is the use of adapted literary texts, which possess significant didactic potential in foreign language education. These texts facilitate the development of communicative skills through culturally meaningful content, enhance learners' motivation, foster linguistic intuition, and contribute to the understanding of professional values and communication models. Although the use of literary texts in teaching RFL has been addressed in previous studies, their systematic application in professionally oriented language instruction for medical students, particularly at the A2-B1 proficiency levels, remains insufficiently explored.

The present study focuses on examining the didactic potential of adapted literary texts in teaching RFL to future physicians. The aim of the research is to evaluate the effectiveness of adapted literary texts as a means of developing communicative and professionally oriented competencies among international medical students. The article discusses the criteria for selecting and adapting literary texts for educational purposes and presents the results of a pedagogical experiment that confirm the effectiveness of integrating such materials into the RFL curriculum of medical universities.

METHODOLOGY

The study employed a mixed-methods research design combining quantitative and qualitative approaches [12]. The participants were 64 international students enrolled in a medical university, studying in their first and second years. Based on initial language placement testing, the participants demonstrated Russian language proficiency at levels A2-B1 (CEFR) [3]. The students were randomly assigned to an experimental group (n = 32) and a control group (n = 32).

The experimental group was taught using a curriculum that systematically integrated adapted literary texts [11], while the control group followed a traditional RFL syllabus based primarily on educational-scientific and professionally oriented texts [9]. The intervention lasted one academic semester (16 weeks).

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The adapted literary texts were selected according to the following criteria: (1) linguistic accessibility [3], (2) relevance to medical and ethical topics [5], (3) cultural representativeness [2, 8], and (4) potential for communicative task design [7]. Each teaching unit included pre-reading, while-reading, and post-reading activities aimed at developing reading comprehension, vocabulary acquisition, speaking, and writing skills [4, 12].

Data collection instruments included pre- and post-tests assessing lexical, grammatical, and communicative competence [9] a student questionnaire measuring motivation and attitudes [6] and classroom observation protocols. Quantitative data were analyzed using descriptive statistics and paired-sample comparisons, while qualitative data were interpreted through content analysis [12]. To ensure validity and reliability, the testing instruments were piloted prior to the experiment, and triangulation of data sources was applied [10]. Ethical considerations, including informed consent and anonymity, were strictly observed.

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RESULTS

The analysis of the experimental data confirms the effectiveness of adapted literary texts as a didactic resource in teaching Russian as a foreign language to future physicians [11]. At the pre-test stage, no statistically significant differences were identified between the experimental and control groups in terms of overall language proficiency ($p > 0.05$), which indicates comparable initial conditions [12].

After the implementation of a teaching model integrating adapted literary texts, the experimental group demonstrated a statistically significant improvement in professionally oriented communicative competence [7]. The mean overall post-test score in the experimental group increased from M = 63.4 (SD = 6.8) to M = 78.9 (SD = 7.1), while the control group showed a smaller increase from M = 62.7 (SD = 7.0) to M = 69.2 (SD = 6.5). The between-group difference in post-test results was statistically significant ($p < 0.01$), with a large effect size (Cohen's d = 0.81).

A component-based analysis revealed that the use of adapted literary texts had the greatest impact on reading comprehension and the acquisition of professionally relevant vocabulary [4, 11]. Students in the experimental group demonstrated a mean increase of 21.3% in reading comprehension scores compared to 9.5% in the control group ($p < 0.01$). Vocabulary acquisition related to medical communication improved by 18.7% in the experimental group, whereas the control group showed a gain of 7.8% ($p < 0.01$), which confirms the role of contextualized input in lexical learning [5, 12].

Improvements were also observed in oral communicative performance. The mean speaking score in the experimental group increased from M = 3.1 (SD = 0.6) to M = 4.2 (SD = 0.5) on a five-point scale, while the control group showed a more modest increase from M = 3.0 (SD = 0.7) to M = 3.5 (SD = 0.6). The calculated effect size (Cohen's d = 0.84) indicates a strong effect of the instructional intervention, particularly in the development of dialogic skills relevant to doctor–patient communication [6, 7].

Questionnaire data further confirmed the didactic value of adapted literary texts. The motivation index in the experimental group increased from M = 3.4 (SD = 0.7) to M = 4.3 (SD = 0.6), while the control group demonstrated only a minor increase (M = 3.5, SD = 0.6 to M = 3.8, SD = 0.7). The difference between groups was statistically significant ($p < 0.05$), which aligns with research on affective factors in language learning [6, 10]. Students reported that the literary-based materials enhanced emotional engagement and promoted reflection on ethical and communicative aspects of medical practice [2, 5].

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Improvements were also observed in oral communicative performance. The mean speaking score in the experimental group increased from M = 3.1 (SD = 0.6) to M = 4.2 (SD = 0.5) on a five-point scale, while the control group showed a more modest increase from M = 3.0 (SD = 0.7) to M = 3.5 (SD = 0.6). The calculated effect size (Cohen's d = 0.84) indicates a strong effect of the instructional intervention, particularly in the development of dialogic skills relevant to doctor–patient communication.

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Overall, the findings demonstrate that adapted literary texts function not merely as supplementary reading materials but as an effective didactic resource that contributes to the integrated development of linguistic, communicative, and professional competencies in future physicians learning Russian as a foreign language.

DISCUSSION

The findings of the present study confirm that adapted literary texts represent an effective didactic resource in teaching Russian as a foreign language to future physicians [11]. The statistically significant improvements observed in the experimental group indicate that the integration of literary-based materials contributes not only to general language development but also to the formation of professionally oriented communicative competence [7, 9], which is a key objective of RFL instruction in medical education.

The results demonstrate that adapted literary texts create a linguistically accessible yet cognitively rich learning environment [4]. Unlike purely instructional or scientific texts, literary narratives provide contextualized language input that facilitates deeper comprehension and long-term retention of professionally relevant vocabulary [5, 12].

The significant improvement in oral communicative performance suggests that adapted literary texts are particularly effective in developing dialogic skills relevant to doctor–patient interaction [6, 7]. Literary texts often model communicative situations involving empathy, ethical dilemmas, and interpersonal decision-making, which are central to medical practice [2].

Increased learning motivation among students in the experimental group further supports the didactic value of adapted literary texts [10]. Emotional engagement and identification with characters appear to enhance learners' involvement in the educational process, thereby fostering a more positive attitude toward language learning [6].

From a methodological perspective, the study reinforces the importance of carefully selecting and adapting literary texts according to learners' proficiency levels and professional needs [3, 11].

The present study has demonstrated that adapted literary texts constitute a valuable and effective didactic resource in teaching Russian as a foreign language to future physicians. The integration of such texts into the educational process contributes to the comprehensive development of linguistic, communicative, and professionally oriented competencies required for successful medical communication.

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CONCLUSION

The results of the pedagogical experiment confirm that systematic work with adapted literary texts leads to statistically significant improvements in reading comprehension, vocabulary acquisition, oral communication skills, and learning motivation. These findings indicate that literary-based materials facilitate meaningful language use by providing contextualized input and modeling communicative situations relevant to medical practice, including ethical and interpersonal aspects of doctor-patient interaction.

From a methodological standpoint, the study supports the inclusion of adapted literary texts as a core component of RFL curricula in medical universities rather than as supplementary materials [9, 11]. Despite certain limitations related to sample size and research duration, the findings offer practical implications for RFL instructors and curriculum developers. Future research may focus on longitudinal studies, comparative analyses of different adaptation strategies, and the exploration of discipline-specific communicative skills within medical education.

In conclusion, adapted literary texts enhance the quality and effectiveness of RFL instruction for future physicians and represent a promising direction for the further development of professionally oriented language teaching in medical higher education.

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