

THE SPECIFICS OF TEACHING ENGLISH TO MEDICAL STUDENTS

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Abstract. *This article explores the unique considerations involved in teaching English to medical students. The focus is on the challenges faced by both students and instructors in this specialized field, as well as the strategies and techniques that can be employed to enhance language learning in a medical context. The article examines the role of a foreign language in the formation of professional competence of modern medical students. First of all, the key features of the situation in modern Russian society and, in particular, in the medical education system are considered. Based on the analysis of economic and socio-cultural processes, it is proved that the level of foreign language proficiency of most doctors, both practicing and future, does not meet the requirements of modern society. In this regard, the possibilities that learning a foreign language provides for the development of the competencies of a modern specialist are demonstrated. The main ways of optimizing the teaching of a foreign language in medical universities of our country are demonstrated, aimed at developing students' relevant competencies and professionally significant qualities of future doctors.*

Keywords: *foreign languages, medical students, competence, technologies, techniques.*

СПЕЦИФИКА ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТОВ МЕДИЦИН

Аннотация. *В данной статье рассматриваются уникальные аспекты преподавания английского языка студентам-медикам. Основное внимание уделяется проблемам, с которыми сталкиваются как студенты, так и преподаватели в этой специализированной области, а также стратегиям и методам, которые можно использовать для улучшения изучения языка в медицинском контексте. В статье рассматривается роль иностранного языка в формировании профессиональной компетентности современных студентов-медиков. Прежде всего, рассмотрены ключевые особенности ситуации в современном российском обществе и, в частности, в системе медицинского образования. На основе анализа экономических и социокультурных процессов доказано, что уровень владения иностранным языком большинства врачей, как практикующих, так и будущих, не соответствует требованиям современного общества. В связи с этим демонстрируются возможности, которые дает изучение иностранного языка для развития компетенций современного специалиста. Показаны основные пути оптимизации преподавания иностранного языка в медицинских вузах нашей страны, направленные на развитие у студентов актуальных компетенций и профессионально значимых качеств будущих врачей.*

Ключевые слова: *иностранные языки, студенты-медики, компетентность, технологии, методики.*

Introduction

Modern medical education requires students not only to have in-depth knowledge in the field of medicine, but also to speak a foreign language. Teaching English in medical schools has its own peculiarities, as it requires not only knowledge of the language, but also specific terminology. Teaching English to medical students presents a distinct set of challenges due to the technical nature of medical terminology and the critical importance of clear communication in the healthcare field. This article aims to examine the specific strategies that can be employed to effectively teach English to medical students, taking into account their unique needs and skill requirements.

The Decree of the President of the Republic of Uzbekistan "On measures for the further development of higher education" radically changes the content of personnel training in accordance with the priority tasks of fundamental improvement of the higher education system, socio-economic development of the country. It is designed to create the necessary conditions for the training of highly qualified specialists in accordance with international standards. During the years of independence, a lot of work has been done to modernize the higher education system, introduce modern forms and technologies of vocational training and improve the skills of specialists, taking into account the real needs of the economy and social life. Of course, organizations are interested in studying the medical aspects of international educational programs.

In each of the developed countries, a separate model has been developed for studying medicine in a foreign language, and efforts are being made to adapt these standards to our national trends.

In modern conditions, serious requirements are imposed on the level of training of any specialist. Knowledge of a foreign language is a very important and essential component of this training. The state standard of higher professional education requires taking into account professional specifics when studying foreign languages in non-specialized universities. It provides a professionally oriented approach to learning and aims to develop students' ability and willingness to communicate in professional, business, and scientific fields. Learning a foreign language should take into account the peculiarities of professional thinking, the individual needs of students, and be accompanied by the development of their personal qualities. These aspects are extremely important for the organization of the educational process at a medical university.

In our opinion, the general cultural competence of a medical specialist in a foreign language should reflect the readiness and ability to master a foreign language in the field of household and professional communication at a level sufficient for carrying out certain types of professional activities, for example: in the standards of hours for a regional component, it is possible to introduce such foreign language courses not only in the first, but also in the senior courses (as elective or additional), where, as the experience of the Department of Foreign Languages of medical universities and, Students are more motivated to learn a foreign language. The next important aspect of the practice of teaching a foreign language in a medical university is the moral and ethical one. The moral component, being an integral part of the learning and upbringing process, provides that students acquire a number of professional qualities and values during their studies, which will be based on a willingness to put the needs of the patient first.

In the light of state educational standards, a foreign language at a medical university is one of the mandatory components of humanitarian specialist training. According to the program of the subject Foreign language in medicine in English classes, students get acquainted with the basics of business English, the necessary professional vocabulary, read texts containing special vocabulary, develop dialogic and monological speech, during its study, students develop skills and abilities to use a foreign language as a means of communication, a means of obtaining new, relevant and useful information from various fields of knowledge, for example, from the field of medicine. The main task that the teacher faces is to reveal the creative thinking of students, to find such means that would awaken the mental activity of students and interest in a foreign language. In solving this problem, active pedagogical teaching methods come to the fore, which motivate students to independently and creatively master the material.

Materials and Methods

A qualitative research approach was used to gather data on the experiences of both instructors and students in English language teaching programs for medical students. Semi-structured interviews and classroom observations were conducted to identify the key challenges faced by students in learning medical English, as well as the strategies used by instructors to address these challenges. To study the peculiarities of teaching a foreign language to medical students, an analysis of curricula, a survey of students and teachers, as well as monitoring the learning process were conducted. The main difficulties faced by students when learning English in a medical context were identified.

In our study, we took the following steps: we studied the federal state standards of higher education, analyzed the goals and content of existing English language courses for medical purposes in higher educational institutions, and considered the language/speech aspects necessary for the professional activities of future doctors. The method of analyzing scientific literature and sources on the problem, as well as the generalization of their own pedagogical experience, allowed them to critically evaluate what they read, compare existing points of view on the problem and develop a thematic structure of the course. To determine the attitude of students to learning English and the scope of its practical application in their future careers, a survey was conducted in which first-year students of Karakalpak Medical Institute took part.

Results

Students' awareness of their needs in learning a foreign language is a distinctive feature of professionally oriented learning. Any professionally oriented training is based on the question: why does the student need a foreign language? In order to find out the communicative needs of students in learning English, a survey was conducted. The students were asked the question: "Does a modern doctor need a foreign (English) language?" If the answer was yes, it was necessary to describe the specific situation of applying knowledge. Since the second question was an open-ended question, the respondents could give several answers. The survey was attended by first-year students of KMI studying in the fields of "Medicine", "Dentistry", "Pediatrics" and "Pharmacy".

According to the survey results, the majority of first-year students consider it necessary to use their knowledge of the English language in their professional activities. They believe that "English is an international language, so a doctor must necessarily know it", "a modern doctor must speak English in order to meet international standards", "English shows the highest level of

professionalism". First-year students are ready to treat not only their fellow citizens, but also people of other nationalities (48.6%), provide emergency medical care to foreigners (21.1%), work in other countries (32.6%), consult with foreign specialists about their patients (4%).

More than a third of the respondents plan to communicate with foreign colleagues, exchanging experience and knowledge (39.4%), as well as improve their skills by participating in international conferences, competitions (32.6%), reading scientific articles (18.9%) and additional literature on the specialty that "have not yet been translated into Russian and thus, receive a large amount of important and useful information" (27.4%). For the successful implementation of these types of activities, in addition to the formation of communicative and intercultural competence, it is necessary to develop self-organization and self-development skills. It is important for students to be able to independently build their own development trajectory and be able to organize their activities to achieve the set results.

The proportion of respondents who study English for general development (11.4%), travel (7.4%) or move to another country (6.9%) is relatively small, which indicates pragmatism and a certain confidence of the respondents in the correctness of choosing a future profession.

The findings indicate that medical students often struggle with the complex vocabulary and terminology specific to the healthcare field. Instructors employ a variety of techniques, such as contextual learning, hands-on activities, and case studies, to help students grasp and apply medical English concepts effectively. Additionally, the use of authentic materials and real-world scenarios is found to be particularly beneficial in enhancing language learning outcomes. One of the main difficulties identified during the study is the lack of knowledge of medical terminology in English.

This makes it difficult to successfully learn and understand specific materials. Students also note difficulties with the practical application of language skills in clinical practice.

Discussion

Teaching English to medical students requires a tailored approach that integrates language instruction with medical content. The study showed that teaching a foreign language in medical universities requires a special approach that takes into account the specifics of medical terminology. It is necessary to develop specialized training programs that would take into account the needs of medical students and help them successfully master English for further professional activities.

It is vital for medical students to have a strong command of English as a second language, as it is the lingua franca of the medical community. Effective communication with patients, colleagues, and international research collaborations depends on proficient English skills. Medical students may encounter specific challenges in learning English due to the technical nature of medical terminology and the need for precision in communication. Understanding and correctly using medical vocabulary and jargon can be particularly demanding. Discussing innovative teaching methods tailored to the needs of medical students can be beneficial. Utilizing medical case studies, role-playing scenarios, and interactive language learning resources can enhance students' language skills and medical knowledge simultaneously. Highlighting the importance of integrating language learning with medical content is essential. Contextualizing language lessons within medical contexts can reinforce vocabulary retention and facilitate practical communication skills. Addressing the role of ongoing professional development for medical educators in teaching

English to medical students is vital. Continuous training and resources can enhance educators' ability to meet students' diverse language learning needs effectively. Exploring effective assessment strategies for evaluating medical students' English proficiency is crucial. Assessments should reflect real-world communication scenarios to measure students' readiness for clinical practice

Conclusion

In conclusion, the article has shed light on the specifics of teaching English to medical students, highlighting the importance of tailored language instruction in the context of the medical field. It has been established that effective English language teaching in medical education requires an understanding of the unique linguistic needs and challenges faced by medical students, as well as the integration of medical terminology and communication skills into language learning activities.

Moreover, the article emphasizes the significance of incorporating real-life medical scenarios and communication tasks into English language classes to improve students' language proficiency and prepare them for effective communication in medical settings. The use of various teaching approaches, such as role-plays, simulations, and case studies, has been recommended to provide students with opportunities to practice language skills in relevant contexts.

Additionally, the article underlines the importance of collaboration between language instructors and medical professionals to ensure that English language teaching aligns with the specific communication requirements of medical practice. By fostering interdisciplinary cooperation and sharing expertise, educators can better address the linguistic and communication needs of medical students, ultimately enhancing their language competence and readiness for clinical practice.

Overall, the findings presented in the article underscore the significance of targeted English language instruction tailored to the needs of medical students. By recognizing and addressing the specific challenges and requirements of language learning in the medical domain, educators can better support students in developing the language skills necessary for successful communication and professional practice in the healthcare field.

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