

ENGLISH LANGUAGE NEEDS FOR MEDICAL STUDENTS

Buranova Dilafruz Djamaldinovna
Tashkent Rediatric Medical Institute
Foreign Languages Department
d.buranova5@gmail.com

ABSTRACT

The work of an English teacher at a medical university is faced with various types of teaching activities. The most of them may require the use of well-organized teaching methods, as well as innovative forms of education. The main task of an English teacher is not only to have pedagogical skills, but also to pay attention to the needs of each student when learning the language in the context of his future specialty. This study aims to identify possible factors of their language needs and effective learning strategies of English.

Keywords: English, teacher, methodology, student, approach, interaction, medical.

INTRODUCTION

Learning English in medicine involves taking into account factors that are aimed at in-depth study of specialized subjects, at the same time, in an accessible and understandable language for the student. Here it is important for the teacher to show all his qualities in order to make the learning process exciting. Interactive forms of education and the use of innovative approaches are undoubtedly of interest to the younger generation of future doctors.

In the focus of innovative methodology, both teachers and students feel more comfortable, and make overall progress. The teacher has the freedom to plan his rate of advancement on the basis of experience with the book; as the material contains a good deal of interactive practice material, and the more time the students spend on these exercises the more they will develop their skills. Based on this experience the teacher may make a decision on the ability levels of students, how much time to assign to the assorted units and other steps of teaching.

With the design which is much more flexible and adaptable to different needs than the traditional type of textbook, modern books are usually designed to be delivered within a rigid syllabus and timescale. If students are majoring in English, we may expect them to progress more quickly than non-specialists, but the latter will benefit equally from the skills developed. The majority of the modern textbooks are based on the communicative approach, which means that English is viewed primarily not as a system of structures to be learned but rather as a way of communicating real ideas and opinions. So, the most of the activities involve students in realistic tasks where they use language for a communicative purpose such as solving a problem, exchanging views or information and deciding priorities. When it comes to ESP, these communicative activities can only be effective if students are given frequent opportunities to speak.

In order to maximize the amount of student talking-time, each unit usually includes several tasks that students undertake by working in pairs or groups. This emphasis on pair and group work is one of the most important methods, and here are some hints on how to make pair and group work effective.

METHODS AND RESEARCH

The success of mastering medical English depends on abilities of the learners, the effectiveness of teaching methods, and many other factors. The reasons and goals for learning medical English are also important. In addition, a lot depends on the desire, objectives and the tasks the learner sets for himself.

Modern methods of teaching English offer various approaches for the development of communicative communication. For students of medical specialties, it is possible to choose such pedagogical technologies that cover the necessary points for their future specialties. Dialogues, group works and others can be positive for the successful development of communication in English. The teacher can consider pair and group work for students, as part of a “Doctor and patient” communication, or a presentation in groups on a specific medical problem, disease, etc. It is important to provide students with clear instructions, according to which the general teaching methodological work is based:

1. Pair work:

- It is important to give clear instructions when organizing pairs of students to work together.
- It is good idea to vary the pairs. Students may be allowed to choose their own partners. If to use pair work regularly the students will soon get used to the idea of pairing and they should be able to find a partner quickly and quietly.
- Read through the instructions for the pair work activity with the students to make sure they understand exactly what is expected of them. If the activity requires them to play a role, give them time to read and consider their roles.
- Stop the activity when it is clear that everyone has finished. If the activity is one with assigned roles, the pairs could repeat the activity with each student taking the opposite role.
- Always follow up the pair work by asking one or two pair to summarize their discussion or demonstrate their dialogue.

2. Group work:

- As with pair the teacher must give clear instructions on how groups should be formed.
- Make sure the groups understand the task by reading through the instructions carefully with them. If it is a role-play activity, allow time for students to read and consider their roles.
- Set a time limit for completion of the task. Group work that goes on for too long can cause problems as some students become bored.
- It is often a good idea to appoint a group leader whose task is to report back to the whole class.
- While groups are working, the teacher should circulate to listen and give help where needed.
- Group work should always be followed by a general class activity when the results of each group are reported back to the whole class and commented on by the teacher.

CONCLUSION

Analyzing the language needs of medical students, we may highlight the main points that should be paid attention to:

1. It is important to master all four skills – speaking, listening, reading and writing. At the same time, much attention is paid to spoken language, and its constant improvement is essential. In terms of writing, we could mark it as not the most important thing. The main point is the ability to speak, to develop spoken language within the framework of medical specialty. Listening and writing skills can be learned later in ESP, since that is not a language university, and their future specialty implies completely different priorities than high linguistic skills.

2. Regarding the communication, it is important to note that it is appropriate to know about all styles here. The work with patients, communication with foreign colleagues, speaking at international events, as well as the specific features of the medical profession require both formal and informal activity, as well as intimate casual or frozen one. Therefore, the more styles they know the higher professional skills they obtain.

3. The knowledge of various types of pronunciation, such as American, British and others, is also important, because the current international labor market requires the training of highly qualified personnel who meet international standards and demands. At the same time, a typical dialect can be learned by them later, currently they need to focus on the main stages of learning the language.

4. Compliance with norms and rules has an important role in the growth of personal and proficient qualities. For example, in medical practice, it is very important to be prepared for various circumstances, to know how to introduce yourself, ask or refuse something depending on the situation. An indication of appreciation and the ability to express correctly one's feelings, such as surprise, annoyance, gratitude, etc. – all this is an important need for the work and the professional development for future medical specialist.

However, if the students need further practice in a specific skill or language point, it is appropriate to bring in supplementary material. If they enjoy certain activities such as translation exercises or word puzzles, they may be given more to do at home or asked to devise some of their own. If the teacher feels that students should be formally tested from time to time, it is important to test their language skills as well as their knowledge of the vocabulary and other activities, like usage of new unseen reading texts and writing tasks. For oral assessment, one can try to make the tasks as realistic and communicative as possible, with students exchanging information and opinions in pairs or groups. Therefore, everyone can use own judgment and experience to decide how long to spend on a particular activity.

New methodology and innovations demand from the present teacher of professional competence in the field of base formation, information-communication technologies, the rights, pedagogics, psychology and so on. As a result the basic requirements are so necessary for the teacher in the activity of teaching English for medical students. New possibilities dictate new requirements of ways of formation of the teacher as to the highly skilled and competent person. Activity coordination according to strategy of educational modernization of the country defines development of new experience and knowledge, expansions of professional and intellectual possibilities.

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