

METHODOLOGY OF PROFESSIONAL APPROACH IN ENGLISH LANGUAGE TEACHING FOR MEDICAL STUDENTS

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TIBBIYOT TALABALARI UCHUN INGLIZ TILINI O'QITISHDA KASBIY YONDASHUV METODOLOGIYASI

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МЕТОДОЛОГИЯ ПРОФЕССИОНАЛЬНОГО ПОДХОДА В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ-МЕДИКОВ

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Abstract. The training of medical specialists with English language knowledge in higher education of Uzbekistan requires the implementation of a number of tasks, such as improving the methods of learning the language and effective measures for organizing activities in this direction. It is important for medical students to master language skills in the field of their profession. In connection with the reduction of fundamental subjects at medical universities in Uzbekistan, teaching methods of teaching foreign languages should be reviewed, especially in recent years, as the modernization of higher medical education creates the problem of a sharp reduction in humanities, including foreign languages. For significantly shortened hours, it is necessary to introduce effective teaching methods of English for medical students. There is a need to create integrative models of language teaching in the medical profession (ESP). This study shows that creating a special professional environment for language learning has its advantages while teaching English as a discipline. The methodology of integration into the specialty and the relationship between the subjects allows students to learn the educational material in the most convenient and interesting way for them.

Keywords: English language; methodology; medical; students; ESP; specialty; education; profession.

Annotasiya. O'zbekistondagi tibbiy oliy ta'limda ingliz tilini mukammal o'zlashtirgan mutaxassislarini tayyorlash, bu boradagi metodologiyani takomillashtirish va mazkur yo'nalishdagi faoliyatni samarali tashkil etish bo'yicha tegishli chora-tadbirlar majmuini

belgilash kabi qator vazifalarni amalga oshirishni talab etadi. Tibbiyot talabalari uchun o'z kasbiy sohasida til ko'nikmalarini egallash muhim masalalardandir. Mamlakatimizdagi tibbiy ta'limni modernizatsiya qilish jarayoni ixtisoslashgan fanlar foydasiga ko'plab gumanitar fanlarning keskin qisqaruvi, jumladan, xorijiy tillar fanidan o'quv soatlarining kamayishiga olib keldi. Mazkur jarayon tibbiyot talabalari uchun qisqa vaqt ichida ingliz tilini o'qitishda samarali usullarni joriy etish zaruriyatini belgilab berdi. Tibbiyot kasbi uchun ingliz tilini (ESP) o'qitishning integrativ modellarini yaratish masalasi kun tartibiga qo'yildi. Mazkur tadqiqotda ingliz tilini fan sifatida o'qitish borasida maxsus kasbiy muhit yaratishning afzalliklari, tibbiyot sohasi bilan ingliz tili fani o'rtasidagi mutanosiblik metodologiyasi va fanlararo munosabatlar uyg'unligini ta'minlash, talabalarga o'quv materialini o'zlari uchun qulay va qiziqarli tarzda o'rganish imkonini berish kabi masalalarning mazmun va mohiyati, muammolarni bartaraf etish mexanizmlari talqin etildi.

Kalit so'zlar: ingliz tili; tibbiyot; talabalar; ESP; mutaxassislik; ta'lim; kasb.

Аннотация. Подготовка медицинских специалистов со знанием английского языка в вузах Узбекистане требует реализации ряда задач, таких как совершенствование методики изучения языка и принятия эффективных мер по организации деятельности в данном направлении. Студентам-медикам важно овладеть языковыми навыками. В связи с сокращением часов на иностранные языки, в особенности за последние годы, возникла необходимость внедрения действенных и результативных методов преподавания английского языка в сжатые сроки для студентов-медиков. Существует необходимость в создании интегративных моделей преподавания языка в медицинской профессии (ESP). Данное исследование показывает, что создание особой профессиональной среды для изучения языка имеет свои преимущества. Методология интеграции в специальность и взаимосвязь между предметами позволяет студентам усвоить учебный материал наиболее удобным и интересным для них способом.

Ключевые слова: английский язык; медицина; студенты; ESP; специальность; образование; профессия.

Introduction. The organization of training qualified specialists at medical higher education institutions puts on the agenda deep knowledge of not only subjects in the specialty but also English language proficiency. This theory arises from the necessity of English language knowledge in all spheres of development, whether it's economics or management, as well as industry, engineering, and many others, as everything is connected with modern technologies and the requirements of present world progress. During the process of globalization, while English is an important and universal language, it is natural that many problems are faced with its teaching, in which the teachers from different countries of the world, having various educational systems, strive to find a unified and effective system and methodology in teaching strategy that is appropriate and correct in the process of solving existing problems.

The regulatory and legal documents adopted in Uzbekistan in recent years aimed at reforming higher education, especially medical education, have made significant changes. On the way to Uzbekistan's gradual accession to the Bologna Process, a number of tasks are brewing aimed at organizing mobility in the higher education system in the country, improving technical potential, as well as creating educational and methodological support in accordance with international standards and demands. During the reform of medical higher education in Uzbekistan, starting from the 2017–2018 academic year, the 7-year bachelor's degree was reduced, and as a result, 6-year education was established for professional education (5). As a result, the block of socio-economic disciplines was significantly reduced, because the block of professional sciences was expanded. Of course, these measures were aimed at improving the quality of disciplines in the specialty and improving the quality of graduates in the medical field. The teaching of humanities, including English, has significantly decreased. In this regard, teaching English at a medical university began to require new approaches to activities: more efficiently and in a short time. “The current stage of development of education and science in Uzbekistan requires more and more effective methods of teaching English within the chosen specialty. Modern medicine, like other areas of development, requires specific skills, both professional and linguistic. English is in demand and very famous, especially in terms of studying specialized scientific literature and sharing international experience. This is one of the most relevant areas, as a foreign language, in particular, English is one of the compulsory subjects in the course of higher education” (3, 902–903).

General Overview. In the perspective of globalization, when more and more attention of specialists in the field of education is drawn to interdisciplinary context, the tradition of narrow-profile training of specialists no longer meets the requirements of the realization of the competitiveness of these experts (23, 216–223). Some studies on intersubjectivity (13, 1–8) emphasize the important meaning of interaction, where joint attention, theory of mind, and theory of interaction are included. Besides, intersubjectivity is considered as a connection with the state of consciousness of each individual, playing a major role in finding a job (8, 116–125) and in accordance with the requirements of our time, it is especially important to qualitatively improve the level of higher education in our country, to expand the participation of the higher education system in solving issues of providing its economy with highly qualified personnel, strategically integrated development of all regions and industries. Improving the level of English language proficiency is an important component in further development as a specialist in the modern world. The strategy of modern ELT is not only an important direction of educational policy but also a reality that many scientists of the world represented as a significant subject of scientific research. Professional English, in close connection with scientific research (6,

72–78), contributes to career growth, and based on the fact that English is an important and universal language in the process of globalization, it is natural that many problems are faced with its teaching, and therefore teachers around the world are trying to find a teaching strategy that is appropriate and correct in the process of solving this problem (26, 210–222). There is a need to create effective and scientifically based teaching methods with the use of modern educational standards in non-linguistic higher educational institutions. Some researchers underline that such methods of teaching English are based on an inductive approach, which, unlike the deductive approach, is a different style of teaching in which new grammatical structures or rules are presented to students in a real language context (12, 808–810). It is also significant that the increase in the effectiveness of teaching English is due to a skillful combination of various teaching methods and techniques, and at the same time, the use of some techniques from critical thinking technology in the educational process allows teachers to involve students in interactive activities in English lessons, develop their creative potential so that they can apply their knowledge in later life and easily adapt to the outside world (10, 422–427). Some sources also note that when students themselves have the opportunity to improve their intellectual ability in a foreign language, interactive teaching methods are becoming increasingly relevant and become more priority in teaching English (22, 1997–2004). Higher special education nowadays implies the quality of graduates of any field with knowledge of a foreign language, especially English, which really increases the competitiveness of qualified personnel in the world labor market. The use of English in various professional fields, such as engineering (8), computer science (19), and many others, is primarily based on effective language learning, and this implies compulsory English for all specialties aimed at effective use of English in their future profession.

Targeted training of personnel who know English, as well as adaptation of personnel to the level of international standards, arises from the fact of the dominance of English as a language for international cooperation in communication and science (1, 3–26). First of all, it affects the development of employment skills, giving special importance to specific professional skills and academic knowledge (25). Based on the needs of students, mainly motivated to develop professional skills (27), today's teaching of foreign languages is undoubtedly based on the use of a variety of techniques, taking into account the creation of a favorable atmosphere for learners and adaptation to their unique features (11, 43). The professional identity of a teacher requires constant improvement and professional growth (9, 143–152), and the need to increase students' self-confidence involves the creation of a more English-speaking learning environment (2, 605–616). All these teaching methods work purposefully to achieve certain goals in the acquisition of language skills. According to this idea, the definition of goals and objectives based on negotiations between a teacher and a student, on the basis of

which language learning manifests itself as a dynamic and interactive process, determines the importance of forming a student based on his needs (21). In addition, there are a number of studies that discuss the expediency of a method of transferring knowledge to a student based on the integration of linguistic and content goals and the proper development of a communicative strategy based on a balanced synthesis of vocabulary, experience, content, and vocabulary (20). In another type of research, the activity of a foreign language teacher is manifested as the process of solving a number of methodological tasks, and the functional link between specific characteristics and methodological skills and the personality of the teacher is expressed as a phenomenon of “methodological thinking”. The training of Foreign Language teachers is offered in a clearly oriented motivational environment, a coherent and cumulative expression of specific views (14). Although any specialist in this field is an educated and skillful master of his activity, the process of globalization and the rapid development of science and technology makes it a prerequisite for a representative of the graduate field. There is also a theory that the successful professionalism of specialists in this field is closely related to their communicative abilities, and along with writing and the ability to think logically, communicative competence is very important, with the help of which the professional ability in marketing and business communication is significantly increased since the ability to reach an agreement, and mutual understanding with others is high here (15). In any case, the theory of the effectiveness of the method of the teacher's awareness of the student's interests and its connection with the learning process, as well as using different types of approaches, provides a real motivational basis for the learning (4). Thus, it can be noted that modern research focuses on a number of problems. In particular, some investigations interpret the teachings related to the postmedotoc state (17, 119–139), which summarizes the most important aspects of foreign language teaching in terms of the development of language pedagogy in different historical periods. Some teachings note such points as students' beliefs in the advantage of a kind of balance between formal-oriented and meaning-oriented activities, which is important for the formation of communicative competence in ESL methodology (16, 94–112). A longitudinal study investigating changes in attitudes about ESL learning (18, 177–195) asserts the need to eliminate any detrimental trainee beliefs before they start teaching.

Purpose and Research Questions. The problem is that reducing the hours of teaching English requires significantly improved methodology. This means that for almost half the reduced class time, it is required to provide material to medical students in such a way that efficiency is still ensured. Today there is a need to create an effective and scientifically based teaching methodology at medical higher education institutions based on the adoption of modern standards of teaching. The methodology of learning English in medicine has been developed, taking into account the mechanisms

leading to achievements and effectiveness. It is important to consider many factors here. Due to the accelerated reform of the medical sphere in the country, the advance of foreign-language competence in the medical university among students is becoming more and more relevant. The need for continuous improvement by modern students in the ability to work with English-language literature and the acquisition of communication skills with foreign colleagues in the framework of professional activity requires appropriate skills. Economic, social, and political indicators also actualize the problem of research. The process of globalization of the modern world and the accelerated development of science and technology require an increase in the knowledge of young people. Principles of professional training at a medical university according to the requirements of the modern labor market are shown in Figure 1. These requirements for a modern medical student are directly related to learning a foreign

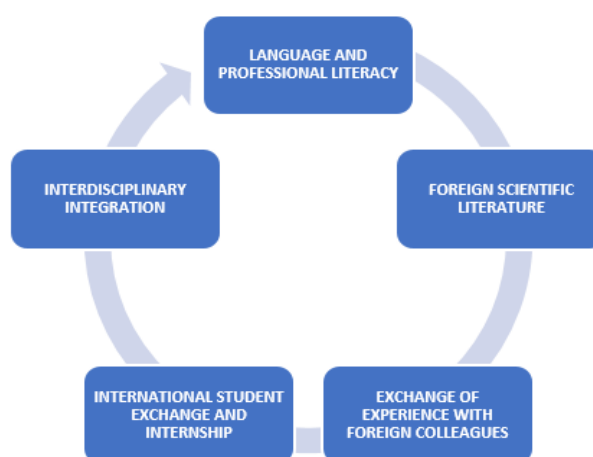


Figure 1. Modern criteria for professional training at a medical university. language, especially English.

Thus, it is possible to distinguish the following most relevant aspects in the methodology of teaching English in medical universities:

1. Qualitative improvement of the conditions for mastering English in medical universities, improvement of educational and methodological support;
2. Extensive use of pedagogical skills, effective methods, and tools in the process of improving the literacy of medical students in English;
3. Creating a strong motivational environment for future specialists in medicine to study and further progress in foreign languages as part of their activities;
4. To achieve a responsible approach of medical students themselves to improve their knowledge of the English language.

Consequently, the implementation of these goals and objectives requires not only activity and educational qualifications

but also an integrated approach to the level of all current participants in the educational process as a whole. The stages and models of training in such a way demand a special approach taking into account the modern needs of the medical field.

Methodology. The beginning of any activity sets the initial and main goals, management plan, as well as deadlines for implementation. When determining the methods of performing the tasks of teaching English to medical students, it is necessary to ensure the organization of this process, taking into account the variability of internal and external conditions of higher education. These criteria are considered the main steps to ensure the implementation of current and strategic plans. Table 1 summarizes the main goals in learning the English language for medical students, where the main steps of action, the methods of their performing, and outcomes are classified.

Table 1. Summary of main goals for medical students in English language learning.

<i>main steps</i>	<i>methods of performing</i>	<i>outcomes</i>
Purpose	formation of perfect knowledge of medical English	creating a reserve of highly professional medical personnel
	implementation of relevant modern education standards	the presence of a special specialized environment for language learning
Reason	finding the answer to the question "why it is needed to master English language in higher medical education?"	training of medical personnel with a high level of English language knowledge
		meeting world labor market requirements
Activity	main stages of the learning process, meet international standards	implementation of effective methods and accumulation of experience
Term	setting the study time (within the framework of the bachelor's degree of medical universities)	achieving competence by graduation
Evaluation	evaluation criteria and the actual result	efficiency
	optimal assessment of the level	productivity

We dare to assume that the methods of implementation and achievement of results must be systematically defined by such stages as *purpose*, *reason*, *activity*, *term*, and *evaluation*. Along with understanding the essence of learning a foreign language, it is necessary to determine the main goals and objectives when creating a reserve of new-generation personnel that will meet the requirements of the modern labor market. In teaching students, it is also important to find their answer to the question: "Why is it necessary to master the English language?". It is also important to find out what is the connection between achieving professional maturity and mastering English. The use of effective methods in teaching is the main tool in learning and mastering English. The terms of study may vary depending on the internal settings of each medical university, while evaluation and effectiveness are the same in higher medical education.

Methods and Discussions. The methodology of learning English in medicine has been developed, taking into account the

mechanisms leading to achievements and success. It is important to consider many factors here. For example, no matter how high the indicators of mastering such competencies as reading, writing, and listening in English, a specialist will not be able to show his knowledge and capability if communication is not developed. In addition, the process of English language teaching today should cover the wide application of modern innovations and pedagogical technologies, which may be of interest to future doctors. The teacher tries to present the material in such a way that students can feel comfortable in the world of modern technologies around them. Regarding the future profession, it is important to add that it is important for a student to feel the professional environment, and here the relationship with the specialty gives the best results. This is necessary for specific professional areas (7, 158–163) where a new approach to the curriculum is required in order to increase motivation to learn a language. Developing the language competence of medical students through involvement in professional practice is an effective method where students know professional facts and can answer questions on the specialty. They also strive to develop their vocabulary to learn about certain professional information. Thus, the methodology of integration into the specialty and the relationship between disciplines makes it possible to study the material in a convenient and interesting way. Here is an example of an experimental lesson with a group of second-year students at Tashkent Pediatric Medical Institute. As observers, there were teachers of the Foreign Languages Department, and they kept their detailed notes with subsequent conclusions during the lesson. The following study analyzes the professional approach to English language teaching to medical students. The lesson was held within the framework of the approved calendar and thematic plan, and the topic was “Nervous System”. The teacher brought a handout and presented power point presentation on the electronic whiteboard. At the initial stage, in order to warm up the group, the teacher asked a question: “*Look at the pictures and describe. What is the main internal organ of the nervous system?*” Answering the questions about the nervous system, students showed their knowledge not only in English but also in the specialty. The teacher engaged them in English through the specialty, and this technique, which implies knowledge of anatomy and physiology, allowed students to analyze and learn the topic from the point of view of a medical profile. It was noted that such a comprehensive application of knowledge in the specialty helped to increase the assimilation. Through discussion in small groups, such topics as “Neurons work”, “Conditioned reflexes”, and “Pulse rate” were discussed more freely in discussions where the teacher had a passive role as a listener. Students were allowed to express their points of view on topics using free vocabulary, going beyond the vocabulary set by the program. Then the students answered the following questions: “What is special about nervous cells?”; “When does the process of inhibition begin?”; “How can we provide smooth work of the brain?”;

“Why is sleep so important for the human organism?”; “What happens to the body during a sound sleep?” At the same time, the teacher said that he wanted to test the student’s knowledge of physiology. That is, the teacher did not remind about their English knowledge, although the dialogue was conducted in the English language. Then he said that he wanted to test the student’s knowledge of anatomy and asked the following questions: “Where is the brain located?”; “How many cells are there in the human brain?”; “What is the volume of the brain?”; “How are the neurons connected to each other?”; “Where do stimuli come to the brain from?”; “What does the nervous system control?”; “What is the scientific name of a nervous cell?”; “Where do nerve cells carry the message to?”; “What is the smallest part of the nervous system?”; “Where is the spinal cord located?”, etc. The students were given the opportunity to learn terminology through integration into theory and practice, which was so familiar to them in special disciplines. The role-playing games called “Doctor and Patient” became especially fascinating, where students were given the opportunity to realize their desires and interests within their future profession. All tasks were formulated in this form and were based on the implementation of all types of language competencies, such as reading, speaking, writing, and listening skills while teaching English.

Results. The analysis of the lesson showed that it was easy for students to master technical vocabulary, phrases, and sentences that affected their interests in medicine. As a result, students have mastered the translation, meaning, and pronunciation of new words related to the topic. They learned a new vocabulary independently using their own resources, so the number of learned words was more than was provided in the program. It was also noted, according to the established assessment criteria, that the best results were achieved in all types of language learning skills – reading, speaking, writing, and listening. The lesson helped students to learn easily the technical vocabulary, phrases, and sentences which related to their interests in medicine. Such ensuring the integrity of the competence approach in teaching, mobility, and adaptability in practice, which determines the professionalism of a university teacher (24, 103–111), allowed students to learn English through a specialty, which generally increased their interest in the topic of the lesson and the subject as a whole. It can be concluded that the creation of a professional environment, along with educational, significantly improves interdisciplinary methodological support in working with medical students. Together with the standards and related programs, the training program should be improved in favor of a professional approach with elements of interdisciplinarity. It is also a guarantee of the development of science and integration into the global trend of education (23). The organization of the introduction of a medical motivational environment gives high results, therefore, when creating educational and methodological foundations, it is important to take into account the nature of the educational institution. At the same time, the widespread use of pedagogical skills and effective methods and

tools to increase the student's interest is, in most cases of a creative nature. A set of studies related to the development of a new approach to the professional and methodological training of English language teachers in medical universities provides teachers who are ready to work in a new paradigm of education with a gradual professional development of a specialist with the necessary level of knowledge of the language, taking into account professional needs. This, in turn, is a flexible but mobile study of a foreign language, with the definition of the characteristics of various levels of professional competence and the development of theoretical and practical foundations for the formation of professional and methodological competence based on integration into medical science and education.

Conclusion. Thus, in this article, teaching English and professional performance are considered as one: how it is possible and desirable to teach English to students of a medical university and to what extent the relationship with the profession is identified by methodology. The methodology of the professional approach in English lessons at medical universities should reach a new level. Practical medical awareness of students, their skills and knowledge combined, and the creation of a professional learning environment - all this should be integrated into the English learning process. Therefore, teaching English in medicine is of a kind applied nature and is mainly aimed at preparing for cognitive activity in professional practice, research, and scientific work, helps as a tool for solving professional problems in the context of international cooperation. On a national scale, this is the growth of social mobility and the implementation of strategic goals in the political and economic development of the country. Mobile learning and improvement of the English language for future doctors, with a short time of studying foreign languages during their higher education, requires a special methodology. As a result, specialists must meet their professional requirements, as well as the demands of the modern world with its rapid pace of development. Summing up, it is important to note that the ability to participate in the socio-economic life of the country and the development of specific skills of language competence in the specialty is a significant factor in being prepared for the requirements of the modern labor market.

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