
Effective Ways of Teaching English to Medical Students

Komila Makhmudova

Samarkand state institute of foreign languages, 2nd course student of Master Degree

Malohat Ismoilova

Deputy Director for Educational work of the medical college

Abstract: The article describes the main aspects of teaching a foreign language at a medical university, reveals the importance of forming an active base of special vocabulary among students of medical specialties. The paper emphasizes that in the process of teaching English at a medical university, a professional text is the main means of achieving the goal of the educational process – the development and formation of English-speaking professional competence.

Keywords: imposition, communicative competence, professional competence, professional orientation, oral, written communication skills.

The formation of a modern medical specialist who owns modern advanced domestic and foreign medical technologies largely depends on how quickly he is able to extract professionally oriented information not only in his native language, but also in a foreign language. In this regard, there is a problem of teaching students of a medical university foreign language professionally oriented reading with maximum understanding of special information. Currently, more and more attention is being paid to the issues of teaching a foreign language as a language of professional interaction, in which reading original medical literature is considered as the main source of obtaining the latest information of a special nature that contributes to improving the level of professional competence of graduates of non-linguistic universities.

The problem of teaching reading has been investigated by such scientists and methodologists as L.N. Rybakova, A.S. Akbasheva, R.S. Rakhmanaliev, E.L. Nikolaeva, O.A. Inshakova, M.E. Anikina, etc., however, the issue of using professional texts in English classes still remains insufficiently investigated. Despite the fact that professional texts are the mainstay of the educational process, the main component of full-time, correspondence or distance learning courses, the question of methodological recommendations for working on the text in the course of independent work or in academic groups remains open. Despite the constant and rapid change of interests, hobbies and preferences of students, there is a need for continuous improvement of methodological recommendations and guidelines for working with professional text, which determines the relevance of our research.

The introduction of professionally oriented English language teaching in higher medical educational institutions is due to the rapid growth of the social order of highly qualified medical specialists who speak English and are ready for international communication and cooperation. The main purpose of the training is the formation of English-speaking professionally directed competence among students, in particular, the acquisition of knowledge about the systematic organization of the English language and the laws of its functioning in the medical field; development of linguistic competence, in particular,

knowledge of lexical and grammatical means of language and the ability to use them in professional activities.

The selection of educational material is carried out in accordance with the provisions of the Pan-European Recommendations of Language Education, according to which the main strategies for the selection of language teaching tools include the selection of original texts taking into account the professional needs of those who study a foreign language. Taking this into account, the professional text is the main unit of teaching and learning English in a professional direction, a source of terminological vocabulary, a means of forming linguistic, professional and socio-cultural competence of students. Lexical, grammatical and semantic richness of the text forms the understanding and sense of language, develops linguistic and cognitive skills.

In the process of teaching English at a medical university, a professional text is the main means of achieving the goal of the educational process – the development and formation of English-speaking professional competence, which provides for the “imposition” of foreign skills on the subject content of the profession in the course of performing professional tasks [1, p. 140].

Taking this into account, it is necessary to combine the processes of formation of English-language communicative and professional competencies by means of professional texts, taking into account their relevance, accessibility, lexico-grammatical and linguistic complexity as well as compliance with the real communicative needs of physicians.

The conclusions of special studies by A.V. Guzova, N.V. Savitskaya and others indicate that professional texts are considered not only the main source for the accumulation of professional terminological vocabulary of students of non-linguistic universities, but also are the means of formation and development of their professional skills, because they contribute to improving the culture of terminological communication and professionally oriented erudition. Thus, professional texts satisfy the informational and cognitive needs of students, serve as a support for stimulating their educational speech interaction on professional topics, by reproducing and semantic processing of the information received, supplement knowledge in the specialty, expand the communicative ability to real communication [3, p. 17].

The English language course in the professional direction can be considered the result of cooperation between the English language and special medical disciplines, as a result of which the professional text is a high-quality and reliable informational and cognitive material that complements the knowledge acquired by students in the study of special disciplines, ensures the operation of the principles of interdisciplinary coordination and professional orientation of foreign language teaching. The medical orientation of the educational material facilitates the learning process and a more thorough assimilation of the subject, and the cross-study of the material helps to better master the discipline, and as a result, has a positive effect on the effectiveness and effectiveness of training in general.

In order to form an English-speaking professional competence, it is necessary to develop oral and written communication skills, namely, communicative competence, which is realized through the performance of such types of speech activities as speaking, writing, listening and reading text. However, it should be remembered that the above types of speech activity do not exist in their pure form, but are closely related to each other. With the help of reading, translation, discussion, oral and written analysis, exercises to consolidate the material and translation of a professional text, it is possible to ensure the formation of types of speech activity in practical English classes in a professional direction. However, in order to effectively perceive and produce information, students need cognitive, semantic, linguistic and phonetic skills. With the help of a professional text, it is possible to ensure the development and training of these skills by identifying, understanding and interpreting the

text when reading and organizing, formulating and developing it when translating or translating [2, p. 67].

Today, reading as a means of communication has significant practical value. In this regard, more attention should be paid to learning English based on reading professional texts. This type of speech activity should be singled out as a dominant component of learning English in a professional direction, thus preparing students for independent reading, teaching them to read correctly and perceive what they read. This process should occur automatically and subconsciously and provide for a certain level of mastery of the English language, which can only be achieved through continuous and routine training.

At the initial stages of training, students understand the text only after translation or careful analysis. That is why, before each lesson, the teacher should plan the work with the text, identify the most difficult moments, the main lexical and grammatical features, and prepare a set of exercises to facilitate reading. Given the complexity of the text, analytical reading should be used to ensure the effectiveness of studying the material.

Since when learning English professionally, the original English text is not only a source of information, but also a means for developing oral and written communication skills, in the process of reading it is worth focusing not only on semantic or informative, but also grammatical and lexical comprehension of the text. Considering that the main part of specialized medical texts consists of medical vocabulary and terminology, it is difficult to understand them without prior preparation during the lesson or careful analysis when reading independently at home. Conscious or subconscious lexical and grammatical analysis during reading is reflected in the understanding and perception of information. Lexical, grammatical and stylistic features of the text affect the effectiveness of reading a professional English text.

LIST OF USED LITERATURE

1. Вербицкий А.А. Иноязычное образование в контексте профессии // Вестник МГЛУ. Образование и педагогические науки. Вып. 2 (796) / 2018. С. 126-141.
2. Гизятова Л.А., Плотникова Н.Ф. Профессионально-ориентированное обучение английскому языку студентов-медиков // Казанский лингвистический журнал, 2019, том 2, № 4. 67-73.
3. Гузова А.В., Савицкая Н.В. Технология формирования лексической компетенции на основе аутентичных текстов по специальности // Педагогика и просвещение, 2020. – №1. С. 15-24.