

THE IMPACT OF ENGLISH LANGUAGE KNOWLEDGE ON MEDICAL EDUCATION

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Abstract: *this article analyzes the influence of English in medical education. To develop new technologies offered as an auxiliary tool for improving the methodology of teaching a foreign language in medicine.*

Keywords: *specific, language, opportunity, methodology, purpose.*

In the last few decades English for specific purposes (ESP) has become one of the most prevalent forms of teaching English as a foreign language (EFL). The concept underlying the term language for specific purposes (LSP) is closely associated with the teaching of language for professional purposes where students need to learn how to use language in their future professional setting. In this context, specific linguistic features of the language used in different specialized fields are emphasized. The basic principle of teaching languages for specific purposes has been created to meet specific academic and professional needs of learners, whereby each pedagogical situation and each group of learners is considered to be new and different from the previous one. The language courses for specific purposes are based on particular vocabulary set and unique language skills that will be indispensable to learners in a specialized field. There is no single approach for all pedagogical situations; there is no curriculum and set of activities that are applicable in all contexts. Therefore, it is of crucial importance in ESP teaching to determine the unique features of teaching and learning and apply them in the development of the curriculum, syllabus and assessment [1,45]. The goal of ESP teaching is to achieve successful professional and educational goals. Such form of teaching is based on a serious analysis of the needs of students and should be specially designed. It includes a special selection of skills, topics, contents and functions. What is important in designing special programmes is to take into account the level of students' knowledge of the English language. Some students are beginners, some have an intermediate level of English, while others have a high level of English and strive to improve their knowledge. For this reason it is very important to begin the process of designing an adequate programme by performing adequate needs analysis. Such an analysis may provide two important pieces of information: the first relates to the current level of knowledge, motivation and previous learning methods; the latter relates to students' aspirations. Therefore, this information will be of great help to the teacher to adequately perform his role. Nowadays English is the lingua franca of communication in the field of medical science. It is used as the primary means of communication in correspondence, at conferences, in the process of writing scientific articles, which leads to globalization and homogenization of science and scientific language. It is characterized by specific linguistic features and requires special study which can be realized only by using specifically designed programmes. Designing a curriculum in which the student is in the centre of attention is the basis of English for medical purposes (EMP) belongs to the category of discipline-specific language learning. It should primarily focus on stable linguistic competence in English created by means of content and context based curriculum preparing students for active use of English upon graduation. In order to achieve this, it is very important that the English language teaching be based on specific target situations, that is, real situations in which the language is to be used. In addition, students should be encouraged to adapt practical skills applicable in specific future professional setting. EMP is primarily taught from the perspective of the real situation. Teaching is focused on language in context and acquiring specific vocabulary, as well as on grammar and structures. The aim of such a course is to prepare students for further education or training in specific fields, where the knowledge of English would greatly facilitate this process. The goal is to instruct future medical professionals to actively communicate in English, primarily through specific situations that closely reflect the real world of professional setting. This approach combines the core medical courses and an English language course [2,23]. Having already oriented their education towards a specific area, medical students are generally aware of the purpose of learning English and finding it complementary in that orientation. Moreover, the knowledge of the basic field of interest allows them to identify the real context of vocabulary and language structures presented to them. Numerous studies have investigated the influence of the English language knowledge on students' medical education. The aim of an Australian study was to assess students' level of EFL prior to enrolling in Medical School. The results of the study indicated that students lacked the speaking skill and the authors of the study offered recommendations for improving oral communication skills thus enabling them to successfully communicate in professional setting. In addition, the

study carried out in Italian medical schools aimed at the assessment of English language knowledge of medical students. The authors of the study came to the conclusion that the goals of EMP teaching and minimum level of specific skills were not strictly defined. They pointed to the fact that there should be greater collaboration between universities and believed that it would contribute to higher teaching quality, and students' academic performance. Furthermore, they proposed taking mandatory Medical English language exam upon graduation. According to Brown from the United States of America, the ESP curriculum should be based on content leading to students' successful academic performance. It also pointed the fact that traditional methods of language learning were out of context and lack adequate linguistic competence needed in everyday, real-world situations. Thus it was suggested that the content of all academic core courses should be incorporated into the curriculum of a foreign language [3,70]. As a result, the solid base for acquisition of specialized communicative skills, both professional and academic, could be established. The priority of Medical English teaching should be adequate linguistic competence achieved by involving healthcare professionals in the process of creating the English language curriculum. At the centre of the approach he advocates is the content and context based programme preparing students for active language use after graduation.

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