

## **ENGLISH IN MEDICINE: PUTTING THE LEARNER IN THE SPOTLIGHT**

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**Abstract:** One of the actual challenges of ESP is to define the effectiveness of various approaches to language learning and teaching. The main aim of the article is to research future dimensions in Medical English language learning and teaching. Needs assessment, curriculum development and evaluation are the key points observed for achieving the aim.

**Key words:** ESP, non-native speakers, English in medicine, needs materials, medical students.

### **INTRODUCTION**

The development trends of the modern world, which are dominated by the integration of communicative communication of the entire world population in all spheres of life, dictate their own rules for the development of modern sciences. In this series, linguistics is far from the last place in industries, especially medical.

Medicine has always been of particular interest among the population, as it is the most significant area in the life of every person, regardless of place of residence, profession or language of communication. The issues of health, treatment and prevention of diseases, which are relevant for all segments of the population, fuel interest in increasing communication between doctors as colleagues, as well as between patients as recipients of services, and doctors with patients. "The quality of medical translation, depending on its purpose, has different requirements. The most stringent requirements are imposed on translated documents for patients: they should not contain anything incomprehensible to the patient, therefore the translation does not contain specialized terms and Latin letters"<sup>1</sup>.

Linguistics plays a key role in the productive implementation of this contact. It's not a secret for anyone that in order to obtain the status of an expert and professional in your industry, it is not enough to be aware of the achievements and innovations in your own country. The requirements for the knowledge and qualifications of a modern specialist imply a constant exchange of information with world communities on a daily basis. The above facts have put forward the study of a foreign language in particular English and, accordingly, ESP, methodic of teaching, as an urgent task of modern linguistics and methodology. "The course designed in

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<sup>1</sup> Mamatova N.A. On the issue of translating medical texts when teaching medical university students. "Ta'lim sifati: islohotlar, muammolar, yechimlar va istiqbollar" xalqaro ilmiy-amaliy konferentsiyasi, Qo'qon, 05.06.2024.

accordance with the modern ESP methodology will enhance peer work and team projects as they enable shared learning.”<sup>2</sup>

“Language competence as one of the main components of communicative competence implies knowledge of vocabulary, grammar and phonetics of a foreign language, as well as the ability to use this knowledge receptively and productively in various types of speech activity.”<sup>3</sup> The level of knowledge of a foreign language varies greatly, and this is the main problem when developing a curriculum that is focused on specialized vocabulary.

***The main challenge here is to combine 3 in 1.***

1. Different levels of language proficiency
2. Development of all language skills
3. Study of medical vocabulary

One of the actual challenges of ESP is to define the effectiveness of various approaches to language learning and teaching. The main aim of the article is to research future dimensions in Medical English language learning and teaching. Needs assessment, curriculum development and evaluation are the key points observed for achieving the aim.

For achieving the main aim there have been set the following tasks:

1. To conduct a survey among doctors of various specialties and medical students of different courses to define their needs and goals for studying English.
2. To analyze and to develop effective approaches for teaching and learning “English in Medicine” on the base of survey findings.
3. To study curriculum development and evaluation for English in Medicine
4. To research assessment challenges and materials preparation

## **METHODOLOGY**

For the assessment of needs and necessity of learning a foreign language by the medical staff and medical students, a special questionnaire was compiled by us. This survey was conducted among 150 representatives of medical staff of various categories and 250 students from different courses.

For a more thorough and comprehensive analysis and getting reliable results which help to form criteria for the need to study a foreign language in medicine, the following questions were included in the questionnaire:

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<sup>2</sup> Matveeva I.A. “Development of Communicative skills through Different Methods in Teaching the Subject of “English in Medicine” ”.Scientific Bulletin of Namangan State University. 2(2): p.380.

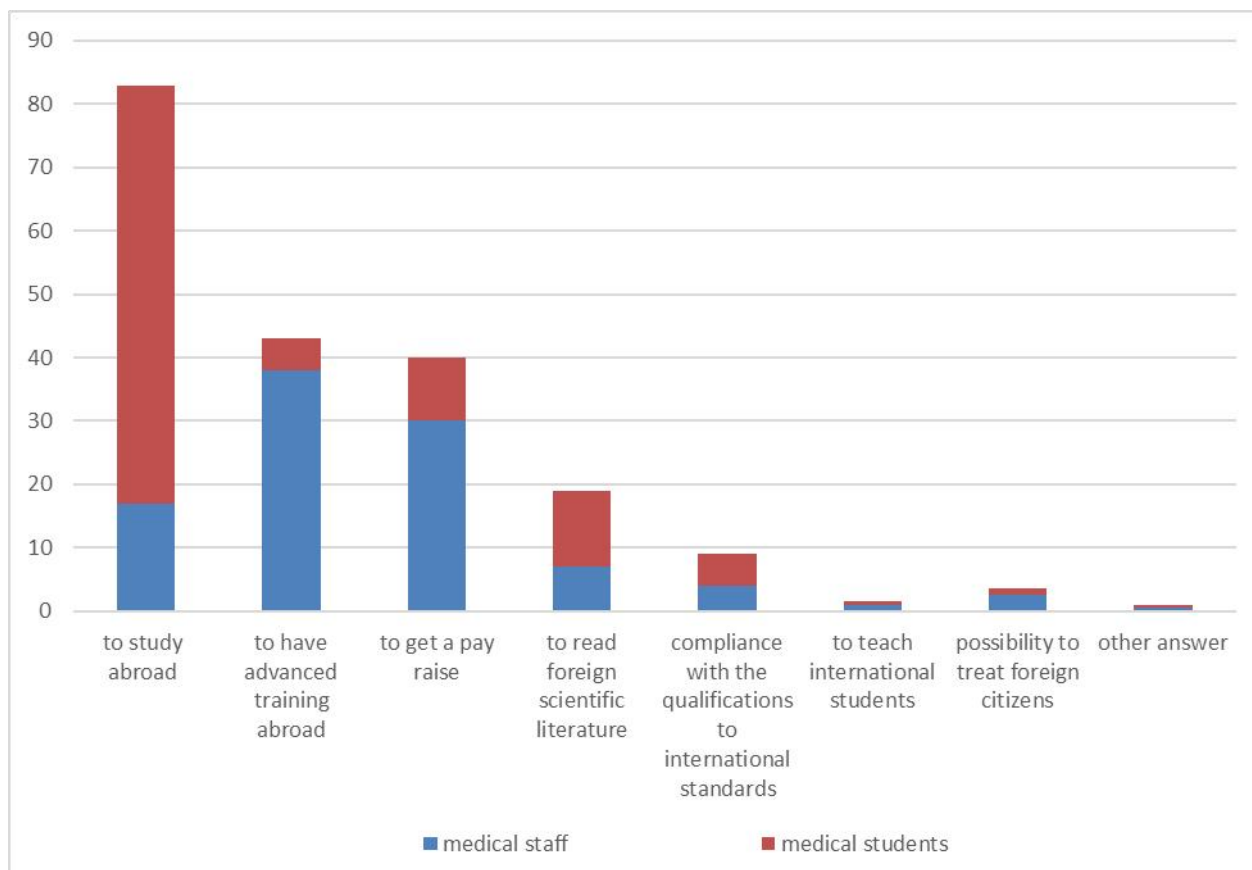
<sup>3</sup> Mamatova N.A. The essence of communicative approach in teaching ESP students. “Ta’lim sifati: islohotlar, muammolar, yechimlar va istiqbollar” xalqaro ilmiy-amaliy konferentsiyasi, Qo’qon, 05.06.2024.

## FINDINGS

Wide and clear picture has been created by the findings of this survey. The first question of our questionnaire: **The aim(s) to study foreign language** – most of interviewed have

#	Questions	Underline possible answers	Notes
1	The aim(s) to study foreign language	-to study abroad (programs of mobility, master's degree department, PhD) -to read foreign scientific literature - to have advanced training abroad - compliance with the qualifications to international standards - to get a pay raise - possibility to treat foreign citizens - to teach international students - other	
2	How do you assess your level of knowledge in English:	– starter/beginner – elementary – preintermediate – intermediate – upper intermediate – advanced	
3	Do you have any certificates on foreign language(s)?	Yes No I am going to take exam soon	
4	What difficulties and challenges do you face in learning foreign language?	lack of free time no motivation lack of money can't find qualified teacher in ESP other	
5	What skills are easy to learn?	speaking writing reading listening	
6	What skills do you find difficult to master?	speaking writing reading listening	
7	What form of education do you prefer?	Online Offline In group In private	

chosen the following answers:



As a result, needs assessment and main goals of the study are to have advanced training abroad and to get a pay raise as the representatives of medical staff, whereas among medical students the most popular is to continue studying abroad and to read foreign scientific literature on their specialty.

It is worth noting, that to read foreign scientific literature and desire compliance with the qualifications of international standards are very popular at both doctors and students.

Conclusion about the level of knowledge in English shows a little more than 55% of interviewed are in elementary level, about 25% – pre intermediate and 20% are intermediate and higher level. It should be emphasized, that most of them do not have certificates and this is their self-assessment.

On question, “What difficulties and challenges do you face in learning foreign language?” the vast majority of respondents noted a need of qualified teacher in ESP. No less important for adult doctors was the criteria to study with peers.

Answers to question “What skills are easy or difficult to learn?” were very different in both groups which means it is difficult and not advisable to accentuate or emphasize certain skills during study process.

Off line lessons in group were recognized as the most effective ones. As well most of surveyed underlined the necessity to get and perform tasks online between offline lessons

because of lack of free time.

## DISCUSSION

Research on English in Medicine and needs assessment have shown the necessity to develop curriculum for each discipline separately.

Today, the Scientific and Methodological Council recommends such a program for Foreign Languages of the Republic of Uzbekistan. It is based on the following provisions, fixed in current documents on the modernization of higher education:

- Knowledge of a foreign language is an integral part of the professional training of all specialists at the university.
- A foreign language course is multi-level and is developed in the context of continuing education.
- Study of a foreign language is based on an interdisciplinary integrated foundation.
- Teaching a foreign language is aimed at the comprehensive development of the communicative, cognitive, informational, sociocultural, professional and general cultural competencies of students.

Financially independent establishments of higher education may design their own education programs. And, in forming these programs and curriculums, it is always necessary to take into account the specifics of each educational institution or its departments and faculties, the needs of customers and the students themselves.

ESP teachers play a significant role in professional education. They are often asked to develop ESP programs and curricula, organize special English language courses for students, etc. As in any other form of education, there are a large number of methods and approaches used depending on the goals of the courses and the available resources. Based on the ESP philosophy, they can be divided into three main groups in the following way: problem-based learning (PBL), autonomous learning (AL) and learning with the help of information and communication technologies (ICT). It should be noted that all of them are personality-oriented methodologies. Today, when new accents have been placed in the interpretation of the goals of language education and certain changes have been made to the process of educational interaction between a teacher and a student, the teacher needs to have a clearer idea of what is required of him in a foreign language class.

When developing educational program on a foreign language, one should take into account the potential of knowledge and language skills of students, as well as the motivation of students in obtaining knowledge.

Seemingly, at first glance, a simple procedure for determining the content of training and the organization of training should include theoretical provisions. Therefore, the curriculum should be adjusted with the overall course methodology. That is, when teaching foreign languages, for example, medical vocabulary, it must be taken into account that a 1st year student of the medical faculty has not yet begun studying courses in Pathological Physiology or Pathological Anatomy. Accordingly, when developing a curriculum, we must take this into account and not include materials on diseases, their treatment and complications.

## CONCLUSION



For successful development of educational program on teaching medical English, the most important points are:

- 1) To understand needs of students;
- 2) To develop curriculum on the basis of needs and goals;
- 3) Materials should be coordinated with the main course materials.

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