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# ON THE DEVELOPMENT OF EXERCISES AND SITUATIONS THAT ALLOW FOREIGN STUDENTS TO PRACTICE COMMUNICATION SKILLS RELATED TO MEDICAL PRACTICE

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## ANNOTATION

*This article reveals the main issues of the effectiveness of new approaches and methods of teaching communication skills in the medical context to foreign medical students. The essence of these aspects, in turn, is associated with the development of specific skills and competencies necessary for effective communication in the medical environment.*

**KEY WORDS:** *communication skills, foreign medical students, medical practice, role model, practical exercises, pharmacist, approaches and methods of teaching communication skills.*

## INTRODUCTIONS

An important problem today is the disclosure of the main issues of new approaches and methods of teaching communicative skills in the medical context of foreign medical students.

“Communication is the main clinical skill that can be trained and which can be learned. Abroad, communicative skills are based on several models developed for medical consultations [5; 6; 7; 8; 9].

Many scientists have contributed to the definition and study of the term “communication skills”. Some of them, like James E. Makkrian), describes “Communicative skills as a set of skills that reflect the ability of a person to effectively communicate and interact with other people” [10] Debra Rotiere defines communicative skills in medical practice as “methods for transmitting information, expressing emotions, and sympathy, making decisions and cooperation with patients ”[12] Richard Studi defines communication skills as“ skills that allow you to transmit and receive information, understand and interpret messages and effectively interact with them ”[13].

Russian scientists define communication skills as follows: Anatoly Karpov: “Communicative skills are a complex of personality traits that include the ability to listen and hear, to communicate correctly, to effectively use non - verbal means of communication and be flexible in interaction with surrounding people” [3] Andrey Adyoev : “Communicative skills are the competencies, abilities and skills that allow you to effectively and harmoniously interact with other people, maintain benevolent communication, understand, express and interpret information, as well as overcome the obstacles and conflicts in communication” [1,2].

## MATERIALS AND METHOD

The development of aspects of teaching medical communication, such as the ability to listen, ask questions, explain medical information in an understandable language, the manifestation of empathy and establishing gullible relationships with patients, can be achieved using practical exercises. This may include imitation samples, scenarios for playing communication and feedback from teachers or colleagues [4].

## RESEARCH RESULTS

Here is an example of this exercise: the script “Conflict in the medical team: Doctor -Pharmacist”. The doctor and pharmacist are faced with a conflict situation related to the prescription and the execution of the drug for the patient.

Scenario

Doctor (D): I want the patient to be prescribed drug A, because it seems to me that this will be the most effective solution for his disease.



Pharmacist (Ph): I understand your proposal, but, based on the data available to me, the patient has contraindications for this drug, and I offer the drug B instead of it.

(The scenario may include further discussion and argumentation of both parties, their attempts to achieve mutual understanding and making a general decision)

Lexical work for the script "Conflict in the medical team: Doctor -Pharmacist" may include the following aspects:

1. Professional terminology: medications (names of specific drugs, their dosage and administration); opposite indications (conditions in which the use of the drug is undesirable or prohibited).
2. Verbs and phrases related to communication and expression: offer (I suggest ...), seem (it seems to me that ...), understand (I understand ...), clarify (To ask clarifying questions), argue (to -provide argument), interpret (to interpret), solve problems (to Solve Problems), achieve mutual understanding.
3. The distinction between the duties and responsibility of the doctor and the pharmacist: the role of the doctor; the role of the pharmacist; the responsibility of the doctor and pharmacist/
4. Words and phrases related to conflict and resolution of conflict: conflict, disagreements, solution, compromise, Mutual Understanding, and the achievement of the general solution.

The teacher can create exercises aimed at consolidating and expanding the lexical reserve associated with this scenario. This may include the preparation of dialogs, role -playing games, filling out passes in sentences, discussing situations and debate. In addition, it is important to pay attention to the correct pronunciation and use of vocabulary in the context of medical communication.

Here are a few examples of exercises related to the script "Conflict in the medical team: Doctor -Pharmacist":

1. Filling out passes: Give students proposals in which they should choose the right word or phrase related to medical communication and conflict in order to fill in passes.  
Example: - "I will interpret my point of view in front of you and I hope for our \_\_\_\_\_". (Mutual understanding)
2. Role -playing game "Conflict discussion": divide students into pairs or groups. Give them cases of negotiations or conversations between a doctor and a pharmacist, in which there are conflict moments. Ask students to write and play a dialogue using vocabulary related to conflict and communication.
3. Dialogue compilation: provide students with the situation from real medical practice and ask them to make a dialog between the doctor and the pharmacist. Situations may include a conflict between a doctor and a pharmacist regarding the drug or a situation requiring cooperation and information exchange.

Here are a few examples of vocabulary related to conflict and communication for the script "Conflict in the medical team: Doctor -Pharmacist": disagreements, agreement, to argue, conflict, discussion, contradiction, to resolve, demands and expectations, to exchange information, conflict resolution, constructive dialogue, compromise), mutual understanding, to understand others' point of view, respect for differences, collaboration, to admit and acknowledge a mistake, to solve a problem, open communication, mutual trust.

With the help of this vocabulary, it will be easier for students to express their ideas and opinions, as well as solve conflict situations in the medical team.

Here are a few examples of grammatical tasks related to conflict and communication for the script "Conflict in the medical team: Doctor -Pharmacist":

1. Choose the correct form of the verb to complete the sentence: - doctor and pharmacist \_\_\_\_\_ on the causes and decisions. a) discussing; b) discuss; c) discussed.
2. Complete the sentence using the correct form of the verb in brackets: - the doctor and the pharmacist could not \_\_\_\_\_ views on the choice of the drug. (agree).
3. Rewrite the sentence using direct speech: - The pharmacist told the doctor that he was offering an alternative drug.
4. Finish the proposal by choosing the correct pronoun: - the doctor and pharmacist could not agree, because \_\_\_\_\_ feelings of pride. (with them)
5. Report the words to get the correct order of the interrogative sentence: - Who / doctor / spreads / responsibility?

These grammatical tasks can help students consolidate and apply grammatical constructions related to conflict and communication in the medical team. These exercises can include various times of verbs, modal verbs, direct speech and the use of the right forms of pronouns.



Here are a few examples of communicative tasks related to conflict and communication for the script "Conflict in the medical team: Doctor -Pharmacist":

An example of a role model "Conflict in a medical team: a pharmacist related to the drug" can be as follows:

Scenario

The doctor (D) and the pharmacist (Fh) faced a conflict situation related to the prescription and execution of the drug for the patient.

(A doctor and a pharmacist can use a dialogue below to play a conflict situation)

D: Why do you propose replacing the drug A that I prescribed to the patient?

Fh: I received information about the side effects associated with the drug A, and I believe that the drug B will be safer and more effective in this situation.

(Further dialogue can go in accordance with the situation and argumentation of both parties).

This role model allows students to practice communication skills and conflict resolution between the doctor and the pharmacist in the context of the disputed choice of the drug for the patient.

The speech constructions of the doctor to express his opinion and wishes regarding the drug:

- I believe that the drug A will be the most effective in this situation.
- It seems to me that the use of the drug A is the best solution for the patient.
- I prefer the drug a, because on the basis of my experience he proved his effectiveness.
- The speech constructions of the pharmacist for active listening and asking clarifying questions:
- Please tell me more about the drug A - its dosage and side effects.
- Can you explain the reason why you recommend the drug A, instead of drug B?
- What points do you force you to decide to choose the drug A?

These speech constructions allow the doctor to express his opinion and wishes regarding the drug, and also stimulate the pharmacist for active listening and clarifying issues in order to ensure a more complete understanding of the situation and opinion of the doctor.

The development of medical communication skills is a constant and systematic process, and requires attention and practices by medical students. It is important for teachers to create a suitable educational environment and apply a variety of methods and strategies for the active development of communication skills.

## CONCLUSION

Thus, the training methods and strategies for helping medical students to effectively develop and apply communication skills in the medical context include the following aspects:

- Improving the quality of interaction with patients: it is ensured by effective and empathic communication with patients, which contributes to better understanding and cooperation between the doctor and the patient. This includes the ability to listen, ask clarifying questions, show empathy and clearly explain medical information;
- The development of communicative skills within the medical team: improves communications between doctors, nurses, pharmacists and other participants in the medical team. This includes the development of effective interaction skills, transmission of information and cooperation within the framework of a medical team;
- The significance of intercultural communication: ensures the development of communication skills with patients from various crops and nationalities. This includes the ability to adapt to a variety of communicative styles and norms, to show cultural sensitivity and tolerance;
- Increasing skills in communication at different levels: develops communication skills not only with patients, but also with colleagues, outpatient or stationary medical personnel, as well as with the administration. This includes various aspects of communication, such as belief, conflict resolution, presentation and work on work, etc.

All of the foregoing contributes to the preparation of medical students for effective practice, where they can communicate qualitatively with patients, colleagues and participants in the medical team, ensuring an effective and joint solution to problems and improving the results of treatment.



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