



TEACHING ENGLISH LANGUAGE FOR MEDICAL PURPOSES IN HIGHER SCHOOL

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ABSTRACT

The question of teaching English for Medical Purposes has been significantly researched over the last few years. English is today's lingua franca of medical international communication, the same as Greek and Latin were in the past; therefore, it is an essential prerequisite for a medical career, all the more so as in contemporary world medical professional discourse is getting more and more open and Russian healthcare practitioners are expected to discuss and study various medical issues across the borders. Moreover the situations of international collaboration of medical professionals have also become an inextricable part of successful career in the sphere of medicine.

KEYWORDS: *English for special purposes (ESP), Medical English, medical terminology, professional communication.*

DISCUSSION

Due to the globalization of the processes of professional communication, the English language is becoming more widespread and significant in almost all areas of special knowledge. Especially popular are communication skills in English in the field of information technology and medicine. So, in the medical professional discourse, English has become widely applied in the second half of the 20th century. Currently, there is a significant increase in the number of English-language scientific publications on medical subjects, in addition, 80% of scientific journals indexed in the international Scopus database are also published in English. English is also the official language of most international conferences. In addition, more and more Russian medical specialists are collaborating with professional teams and medical institutions in English-speaking countries, and for medical students, programs are now more accessible international internships, which also require communication skills in English and a solid knowledge of medical terminology, taking into account all the requirements and challenges that we face reality, more and more acute is the need to rethink some aspects of teaching English to students studying medicine. This is due to the fact that only the full development of competencies that ensure high-quality

communication of future doctors with their foreign colleagues in various academic and professional situations is a key factor in the productivity and success of medical workers.

As a starting point of rethinking the structure and content of a professionally oriented English course for medical students, we can take the interpretation of the characteristics of the English language for ASC Special Purpose (ESP), proposed by teaching theorists T. Dudley-Ivans and M. St. John. Scientists subdivide the characteristics of this type of teaching English into two types - absolute and variable.

The absolute characteristics of English for special purposes include the following aspects:

- ACS (ESP) is developed taking into account certain professional needs of students;
- ACS (ESP) courses necessarily take into account methodological and activity aspects of the special professional industry that they serve;
- during the training of the ACS (ESP), students study grammar, vocabulary, registers, communication skills and genre-discursive specifics of the English language, corresponding to the professional sphere they are developing.

The variable characteristics of English for special purposes include the following aspects:



- ACS (ESP) can be developed in accordance with specific disciplines professional cycle;
- ACS (ESP) can be used in specific situations, and its methodology teaching may differ from the general practical English course;

- with the greatest probability, the ACS course (ESP) is developed for students, students in higher and secondary vocational education programs.

However, it is possible to teach ACS (ESP) in secondary special schools;

- ACS courses (ESP) are usually designed for students with an average or advanced level of knowledge of the English language;

- most ACC courses (ESP) are designed for students with basic knowledge English, however, they can be used in work with the beginners .

Thus, the main goal of creating a medical English course is preparing students for certain situations in their professional communication, such as examining a patient, maintaining a medical history in English language, discussion of various issues related to the provision of appropriate medical care. In other words, during the development of an effective ACS course (ESP) first of all, it is required to take into account the situations of a real professional communication with patients and colleagues with the involvement of the "industry vocabulary", containing medical terms, professionalisms and jargon [6].

In the course of the practical implementation of the goals it is required to include in the course ACC (ESP) for medical students the following tasks:

- tasks aimed at developing students' speaking skills in the studied language - a variety of discussions, debates and round tables on discussion of specific problems in the field of medicine;

- assignments that contribute to the expansion of professional vocabulary of students

- acquaintance of students with the new industry vocabulary, work on the right pronunciation of English terms, a comparative analysis of Russian and English medical terminological units and expressions;

- speech tasks that develop students' communication skills with patients on English language (alternating questions and answers, patient advice) with using the correct grammatical constructions, relevant vocabulary and communicative formulas; when performing such tasks, special attention paid to the formation of linguistic literacy among students;

- assignments during which students for a limited period of time invited to familiarize themselves with the content of specialized medical text in English, find in it the most important information and make a message in English;

- role-playing games and cases simulating situations in which students must solve certain professional problems and demonstrate communication skills in

English - e.g. examining a patient, recording medical history, etc.

Of course, in the preparation and implementation of the above tasks should take into account the level of English proficiency of students. So, in the classroom with students whose English skills are consistent level B1 (or pre-intermediate), more attention should be paid to development skills of everyday informal English communication, reading authentic texts in English and listening. Over the next years of study, it is necessary to develop skills for students with such a starting level communication in a professional medical environment, expand their industry vocabulary and create the conditions for the use of medical jargon in speech practice. As for students with a level of English proficiency in B2 (or upperintermediate), then from the first year of study at a university it is advisable to work with them work out communicative situations characteristic of a professional communication, discuss issues related to medicine and the system healthcare while expanding students' vocabulary into relevant grammatical contexts and genres of medical discourse through more complex tasks related to areas of knowledge such as "General Medicine", "Pharmacology", "Anatomy", "Physiology", "Pathology", "Therapy", etc. Of particular interest at this stage is working with terminological units (vocabulary and stable expressions) medical discourse that have developed through such cognitive mechanisms as a conceptual metaphor and metonymy. Learning like that layer of industry vocabulary using conceptual schemes in significant degree improves the results of mastering it by students . A significant obstacle in the study of medical students educational institutions ASC (ESP) is the fact that this discipline It is planned only for the first two years of study. It does not allow to implement English course in such a way that it thematically echoes with disciplines of the professional cycle of the entire educational program. Certain difficulties in working with students studying a foreign language for special purposes, they also consist in the fact that the preparation time may be seriously limited. Additional difficulties for the teacher create certain specific requests and needs of students related to updating English in the field of highly specialized professional communications. This state of affairs often requires a teacher development of copyright materials that would be fully consistent academic requirements of students. The solution of similar problems caused by specifics professional field and individualization of approaches in education, it is possible thanks to the involvement of various authentic medical documents in English - newsletters for patients, medical questionnaires, videos and brochures in English, which are distributed in medical institutions in English-speaking countries with the aim of conducting



educational work among the population, English-speaking medical sites, television shows promoting a healthy lifestyle, documentaries and feature films in English on medical subject. All of these resources are extremely valuable for development. corresponding course of ACS (ESP). Creation of the ACS course oriented to the set educational tasks (ESP) (“task-based”) contributes to the creation of favorable conditions for development and consolidation of skills of foreign professional communication in medical students. In a certain way, selected tasks allow students simultaneously deepen their knowledge of medicine and develop skills professionally oriented speech, taking into account structural, semantic and pragmatic aspects of the English language, as well as in accordance with communicative goals.

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