

THE ROLE OF SPEAKING SKILL IN DEVELOPING PROFESSIONAL COMPETENCE OF MEDICAL STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS IN THEIR LANGUAGE PROFICIENCY OF ENGLISH

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Annotation: The article deals with importance of speaking skills in the English language for medical students of higher educational institutions. The article discusses problems encountered by students during learning English and several suggestions are given for teachers of English in order to help learners overcome these challenges. The article also describes new pedagogical technologies which can be used at the English classes of medical students for improving speaking skill.

Key words: medical students, professional competence, speaking skill, authentic materials, ESP, English teachers.

Аннотация: В статье рассматривается важность навыков разговорной речи на английском языке для студентов-медиков высших учебных заведений. В статье обсуждаются проблемы, с которыми сталкиваются студенты во время изучения английского языка, и даются несколько советов учителям английского языка, которые помогут учащимся преодолеть эти проблемы. Также в статье описаны новые педагогические технологии, которые можно использовать на занятиях по английскому языку студентов-медиков для совершенствования разговорной речи.

Ключевые слова: студенты-медики, профессиональная компетентность, разговорная речь, аутентичные материалы, программы изучения языка, ESP, преподаватели английского языка.

Annotatsiya: Maqolada oliy o'quv yurtlari tibbiyot yo'nalishi talabalari uchun ingliz tilida so'zlashuv ko'nikmalari muhimligi haqida so'z boradi. Maqolada ingliz tilini o'rganish jarayonida talabalar duch keladigan muammolar muhokama qilinadi va ingliz tili o'qituvchilariga o'quvchilarga ushbu qiyinchiliklarni engishga yordam berish uchun bir nechta takliflar berilgan. Maqolada, shuningdek, tibbiyot talabalarining ingliz tili darslarida gapirish ko'nikmasini oshirishda qo'llanilishi mumkin bo'lgan yangi pedagogik texnologiyalar haqida so'z boradi.

Kalit so'zlar: tibbiyot talabalari, kasbiy kompetentsiya, so'zlashuv mahorati, autentik materiallar, ESP, ingliz tili o'qituvchilari.

Introduction. The aim of module programs of medical institutions on the subject of “Foreign language in medicine” is to form communicative competence in medical students’ daily life, scientific and professional fields by practicing English and learning medical terms. There can be a lot of obstacles which can be met by learners and one of them is the need for teaching speaking. In the medical field we are perhaps more fortunate than teachers in other ESP courses, because whereas some sciences, such as the so-called hard sciences, are removed from the world of everyday life, medicine is a discipline which is concerned not only with laboratory research and hypothetical reasoning, but also has to do with people [1: 62]. So it is important to adopt a flexible approach in language learning programs that concerns mostly activities devoted to enhancing oral speech.

Literature review. To enable medical students to interact and speak English fluently, teachers have to involve them and raise their motivation to discuss scientific or medical issues in relation to their field of study or interest [2: 5].

Authentic materials are considered to be a best option for such activities as they set up simulation of students’ learning the language. The materials may include videos about complaints of a patient and watchers are to guess the diagnosis, listening to medical news from radio programs and discussing them, realia from the clinical practice rooms such as specimens of plants or animals, and machines or tools which are described by learners, applying instructions of medicines by which students in groups retell content, descriptions, pharmacological characteristics, what diseases they are used for, how to use, dosage, side effects, contraindication, over dosage, photos from medical journals, radios or magazines to be described by students.

In the case of speaking, medical students showed their inability to engage in spontaneous communication. Their failure is undoubtedly due to the lack of English use and the fewer or the rare opportunities of the language, which over time, makes learners not only unable to speak, but fear the fact of speaking too [3: 4]. In order to avoid these problems English teachers need to use less native language and try to make participants speak more English even though they make mistakes. Another way to raise successful conversation among learners is organizing English speaking parties or weeks. Learning scenarios of role plays by heart provides opportunities for habit of speaking English.

Methodology. Enhancing English knowledge among medical students is carried out using modern methods and standards. Based on programs and other regulatory documents governing educational process of the institutes, it is advisable to establish the level of English literacy teaching staff, taking into account the requirements of generally recognized international standards of the Council of Europe “Common European competence of professional foreign language: learning, teaching and assessment” (CEFR-Common European Framework of Reference). According to the

requirements and criteria for language acquisition, there are four indicators of the level of proficiency in a foreign language, namely: listening, speaking, reading and writing [4]. At the same time, the so-called “English for specific purposes” (ESP), which involves the use of English in a special direction and in various fields of science, that is, professional English. Specifics of the ESP program is intended for representatives of various professional fields, the purpose of which is to focus on mastering foreign languages with an emphasis not on the grammatical aspects of the language structure, but on mastering the language itself, from the point of view

in terms of specialization and profession [5]. This direction is especially effective for representatives of the medical field for their effective use of English in further improving their professional skills.

Results and discussions. The activities presented in this article take an active part in motivating the representatives of medical career to communicate in English perfectly which is essential for their training and upcoming medical careers. Designing authentic materials integrates language and content in a way that allows students to learn both at the same time. Creating atmosphere of English lessons without any tension and with good mood is viewed as an action to help language learners to avoid their fear of speaking in society.

Conclusion. To conclude, adopting language learning programs, real world scenarios and generating the environment of English can go in line with future doctors’ particular need. Making changes in the lesson plans with different speaking tasks frequently draws students’ attention and interest in learning the language as modern teaching requires utilizing up-to-date methods of teaching.

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