



The importance of teaching medical terms in esp for improving vocabulary acquisition based on lingua-didactic approach

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ABSTRACT

This article is dedicated to detect effective approaches to use modern methods and investigate its role in teaching ESP genres in the case of Medicine as well as ways of increasing vocabulary acquisition of the learners in their real life situations. This article also debates the main problems and practice of using modern innovative methods in terms of teaching medical students based on medical terms and literature. The role of lingua-didactic approach in the classroom environment dealing with its advantages and novelty in methodology are discovered and examined regarding with modern methodological approaches.

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Lingvodidaktik yondashish asosida so'z o'zlashtirish uchun tibbiy so'zlarni esp da o'qitishning ahamiyati

ANNOTATSIYA

Kalit so'zlar:

innovatsiyalar,
kasbiy ko'nikmalar,
kasbiy maqsadlar,
nolingvistik,
o'ziga xos ehtiyojlar,
o'quv maqsadlari,
aniq fanlar,
kommunikativ
kompetentsiya.

Ushbu maqola zamonaviy usullardan foydalanishning samarali yondashuvlarini aniqlashga va uning tibbiyotda ESP janrlarini o'rgatishdagi rolini, shuningdek, o'quvchilarning real hayotiy vaziyatlarda so'z boyligini oshirish yo'llarini o'rganishga bag'ishlangan. Shuningdek, ushbu maqolada tibbiyot talabalarini tibbiyot atamaları va adabiyotlar asosida o'qitish nuqtayi nazaridan zamonaviy innovatsion usullardan foydalanishning asosiy muammolari va amaliyoti muhokama qilinadi.

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Lingvodidaktik yondashuvning sinf muhitida tutgan oʻrni, uning afzalliklari va metodologiyadagi yangiligi aniqlangan va zamonaviy metodik yondashuvlar bilan bogʻliq holda oʻrganilgan.

Значение преподавания медицинских терминов в эсп для совершенствования лексики на основе лингводидактического подхода

АННОТАЦИЯ

Ключевые слова:

инновации,
профессиональные
навыки,
профессиональные цели,
неязыковые,
специфические
потребности,
учебные цели,
специфические
дисциплины,
коммуникативная
компетентность.

Эта статья посвящена выявлению оперативных стратегий использования интерактивных методов и исследованию их роли в обучении жанрам экстрасенсорного восприятия в случае медицины, а также способам повышения коммуникативной компетентности учащихся в их реальных обстоятельствах. Также в данной статье рассматриваются основные вопросы и практика использования современных инновационных технологий в условиях обучения студентов-медиков на основе медицинских терминов и литературы. В этой статье исследуется и анализируется роль инновационных технологий в учебной среде, их преимущества и новизна в методологии с учетом современных методологических подходов.

INTRODUCTION

In present days, the field of English for specific purposes (ESP) is explored throughout the world in a number of fields. Thinking out the last century, ESP has been incorporated as a separate direction of teaching English as a foreign, this side of English language teaching sensitively progressed and attained a leading position in teaching English for professional purposes. It is critical to come up with main characteristics and direct theoretical views, concepts of several scientists dealing with the notion of ESP and deliberate important role of ESP with its non-linguistic or academic purposes. When it comes to its history in earlier time there was no program or approach to teach professional skills for students as well as other learners who study non-linguistic disciplines the noticeable key issue to learn English is just in the case of General English. Later, due to risky innovations, advances impact learning process of foreign languages. Nevertheless, in General English it is difficult to obtain foreign language without grammar, vocabulary, and other skills. Consequently, the demand for using ESP in teaching English is critically pointed out with its special grammar, vocabulary and designing lessons, using modern methods rather than traditional methods as well as distinguishing with the role of teacher. Before bringing up the uniqueness and issues of ESP admitting theories and opinions about ESP can be sensible way. The definition offered by Dudley-Evans is evidently inclined by concepts of Strevens (1988), although he has enhanced it substantially by removing the absolute characteristic that ESP is "in contrast with 'General English'", and has revised and increased the number of variable characteristics.

LITERATURE REVIEW

The division of ESP into absolute and variable characteristics, in particular, is very useful in tackling arguments about what is and is not ESP. From the definition, we can see that ESP can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simple as an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'. Such a view echoes that of Hutchinson who highlights, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". Additionally, Hutchinson and Waters outline that "ESP is an approach to language learning and it is based on learners' need". What they mean is that ESP does not contain a certain kind of language, teaching material or methodology". They suggest that the foundation of ESP includes the learners, the language required and the learning contexts which are based on the importance of need in ESP. From another perspective, Strevens explains a definition of ESP, which makes a distinction between four absolute characteristics and two variable characteristics. Robinson underlines the significance of needs analysis in defining ESP. Her descriptions are that ESP courses are normally compelled by a limited time period in which their objectives have to be achieved, and are taught to adults in 'homogeneous classes' in terms of the work or specialist studies that the students are involved in. Robinson presents that ESP as an operation, which encompasses education, preparing and practice, and drawing upon three major areas of knowledge: language, pedagogy and the students' specialist areas of interest (T. Augustina, 2016. – P. 39).

MODERN METHODS AND TECHNIQUES FOR TEACHING ESP.

A significant component in teaching ESP is the capability of the teacher to generate in the audience atmosphere for real communication and productive dispute. Students gain supportable communicative competences only then while they have the chance for utilizing them in cooperating with others. Clearly, inappropriately, the teacher can be considered as the single English language, with which you can express, the students, and measured time to make a conversation with each student during the process of teaching or learning, however, the teacher is concerned that he or she is limited in the classroom. Hence, the tutor must upgrade and utilize valuable techniques and strategies for the purpose of implementing communication competencies in their groups and in order to involve in its work other sources, including online resources of the Internet to communication outside of classroom walls. People learn best foreign language as they are motivated and have the probability to apply their knowledge and skills in language environment, in which they comprehend and the topics are interested in. From another respect, ESP is a prevailing means for the comprehension of this probability. Students improve the English language as they work with materials that they reflect motivating and act structures, and which they can use in their professional activity or further studies.

RESEARCH METHODS

In order to carry out the research it is crucial to use various types of research methods such as interview, test, question-answer such as open and closed questions, work on independent study assignments, through specific requirements for language learning in international experiments based on statistical methods are improved.

FINDINGS

Considerations should be taken that the more the students communicate in their target language that they listen, write their experiences or at reading sources which they read, the more they will be successful in the practical process of them. Technology web quests to help form and advance in students the following competencies: 1) using it for tackling professional problems involving in searching for the essential information, presentation of outcomes of production in the form of computer presentations, websites, flash videos, databases data; 2) self-learning and self-organization; 3) working in a team following planning, distribution of functions, including mutual control; 4) the capacity to recover several resolutions of the problem or the circumstances, to reveal the most rational option, to explain your choice; 5) ability of public speaking, because it is crucial widely to defend the scheme, to answer questions or take part in discussions. It is vital to perceive that teachers of ESP need regular support and direction on the use of new technologies.

DISCUSSION

Not surprisingly, young teachers are often the best demonstrators of new technologies, so they can be instructors for more senior teachers who are trying to introduce these new technologies in their classrooms. Group discussions and project work are also effective forms of training in working with ESP students. More up-to-date trend in teaching English for professional goals – is to debate. At the stage of preparation for the debate students have to organize all their knowledge and the potentials of speaking in a foreign language, to use their critical thinking and to progress literal (creative) thinking. Consequently, in the course of the debate students have the chance to determine their language and professional competence. All these methods are advantageous for Autonomous (independent) learning to formulate students for scientific and research activities, inspiring their motivation in demonstrations of the results of the work and increase experience in teams. If the teacher is eager to achieve in his work with the learners, he or she needs to find and adjust new technology to employ generation with the traditional directions using multimedia learning tools and digital world technologies, online resources and mobile applications.

CONCLUSION

To sum up, mechanisms of ESP teaching are developing faster and faster, and it is noticeable that it's impossible to cover all modern trends perhaps in this short paper. Thus, despite the fact that teaching ESP is connected with practical, professionally - oriented applications use as any other aspect of English language teaching, it is based on the knowledge of the nature of language, knowledge of the basic methods and forms of teaching and learning. A combination of traditional techniques of teaching and new technologies, including the use of virtual environment to support students motivation, today is becoming one of the most productive approaches in the teaching ESP.

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