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Teaching English in Medical University: Features and Problems

Abstract

In the modern world, knowledge of English is not only a requirement of the time, but also an important part of the characteristics of a modern certified specialist. Communication skills at a sufficiently high level (B2-C1) provide not only the opportunity to understand the speech of colleagues from foreign universities, but also to take part in international conferences, forums, publish scientific articles in major international scientific journals, etc. Teachers of a Medical University face a rather difficult task: how to instill in a student an interest in the English language, overcome fear and self-doubt, teach them to express their thoughts correctly, give the first experience of speaking at scientific conferences and writing the first scientific articles.

Keywords: *active forms of learning, competencies, motivation, stress resistance, English, communication skills*

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Tibb Universitetində ingilis dilinin tədrisi: xüsusiyyətlər və problemlər

Xülasə

Müasir dünyada ingilis dilini bilmək yalnız zamanın tələbi deyil, eyni zamanda müasir mütəxəssisin xüsusiyyətlərinin mühüm tərkib hissəsidir. Kifayət qədər yüksək səviyyədə (B2-C1) ünsiyyət bacarıqları təkcə xarici universitetlərdən olan həmkarlarının nitqini başa düşmək imkanını deyil, eyni zamanda beynəlxalq konfranslarda, forumlarda iştirak etmək, əsas beynəlxalq elmi jurnallarda elmi məqalələr dərc etmək və s. imkanları da verir. Tibb Universitetində müəllimlərin qarşısında kifayət qədər çətin bir vəzifə durur: tələbələrə ingilis dilinə marağı necə aşılamaq, onların qorxu və inamsızlığını aradan qaldırmaq, onlara fikirlərini düzgün ifadə etməyi öyrətmək, onlara elmi konfranslarda ilk çıxış təcrübəsini vermək və ilk elmi məqalələrini yazdırmaq.

Açar sözlər: *aktiv öyrənmə formaları, səlahiyyətlər, motivasiya, stress müqaviməti, ingilis dili, ünsiyyət bacarıqları*

Introduction

Learning English is becoming increasingly important nowadays. A person who has English pronunciation skills even at the A2 level understands the text he encounters on a daily basis much more deeply. English is becoming increasingly popular and important in a huge number of areas of human life, and medicine is no exception. Unfortunately, a very modest number of hours are allocated for studying foreign languages in a non-linguistic university. Thus, teachers of foreign languages at medical universities face a very important task of giving foreign language skills, instilling a love for a foreign language and laying a solid foundation for the further development of language competence. Of course, teachers expect that the student will consciously approach mastering a foreign language and make a lot of effort to achieve a sustainable, high result (Allahverdiyeva, 2015).

Research

As is known, after the entrance exams when enrolling students in a university, no preliminary testing is conducted to identify the levels of knowledge of a foreign language. Students are

distributed into groups completely arbitrarily. Thus, in one group there are students with both A1 and B2 levels. But as a result of studying the discipline, students should know:

- a lexical minimum of 4,000 educational lexical units of a general and terminological nature;
- basic grammar and the main grammatical phenomena characteristic of professional speech;
- methods and techniques of linguistic and translation analysis of a specialized text;
- know a foreign language to the extent necessary for the possibility of professional and everyday communication with foreign colleagues and obtaining information from foreign sources (Hektoen International Medical Journal, 2013).

Students with a B1+ level of knowledge will easily master these competencies in a relatively short period of time. And those whose language proficiency level is not higher than A1 will have to make a huge effort to successfully write tests, assignments, answer oral topics by heart and, ultimately, pass the exam. It is also worth remembering that this category of students requires more time to master the material in the classroom. From my experience, I can say that such students are also very shy and, of course, this fact greatly hinders the achievement of the desired results in a short time (Tsarenko, Shustova, 2018; Ushakov, 2008).

I use three types of active types of English language teaching:

1. exercises to master pronunciation skills, rhythmic reading of material in English;
2. Or does he doctor the doctor the way the doctor who doctors doctors? (If the doctor doctors another doctor, 2002)

Reading a poem can be very useful when working with an audience.

«Now You've Recovered». There is a sufficient amount of medical vocabulary, punctuation rules, modal verbs, tenses, etc.

This poem trains automatic memorization of grammatical constructions and medical vocabulary, thereby helping to use the acquired skill in speech in the future (Turkan, 2022).

Now You've Recovered

When you recover, what will you do? When you recover, will you still be you? Will you be stronger, will you be new,

When you recover from what you've been through?

Can life get better than it was before?

Will you realize your dreams and improve your score?

Will people still remember your name

Or will they forget you because they're ashamed?

Life in recovery may not be the same.

The rules may have changed in this brand-new game.

You can pick up the pieces and make a new start,

And courage and hope keep you from falling apart.

The world all around you seems different and changed.

Things that once were now seem out of range,

But you can recapture your life and fulfill

The dreams that were lost when you took ill.

The journey to wellness takes time and is long,

And those that get well are exceptionally strong.

For depression can kill, but you have survived.

Your goal to recover has kept you alive.

Now you're recovered, what will you do?

You suffered and conquered and saw it through.

2) using grammar role-playing games;

3) creating projects using ICT.

One of the main problems we encounter already in the first lesson is pronunciation. Not knowing what alveolar sounds are, confusion with interdental sounds and other moments demotivate students in relation to pronunciation in English (Kereksha, 2019).

In order to achieve maximum success in this area of knowledge, I use the following types of tasks:

- 1) Phonetic exercises:

- We read a list of verbs in chorus, after which I conduct an oral survey of the verbs read;
- We read either limericks, or a poem, or tongue twisters in chorus.

This takes 7-8 minutes. Students really like this way of starting the lesson. In this short period of time, they have said at least 200 words. And this is already the beginning of their success in mastering the English language (Narrog, 2015).

I try to choose medical topics for limericks, poems, and tongue twisters. Thanks to this, a gradual immersion in professional language occurs.

For example:

1) A girl called Jane took an airplane to Spain,
And developed abdominal pain.

She went straight to bed and drank some- thing red,
And twelve hours later was dead.

2) There was a young man called Rimple Who squeezed a very large pimple.

It caused him much pain and spread to the
brain

And left him alive but quite simple (Hektoen International Medical Journal, 2013).

3) If one doctor doctors another doctor,

does the doctor who doctors the doctor doctor the doctor the way the doctor he is doctoring doctors?

Back from the black and abyss of despair, it is time to move on; it is time to care (Charle, 2002)

To create a lively atmosphere in the classroom and attract the attention of all students to the subject, I use the educational role-playing game "Guess the Word". The exercise helps not only to consolidate the vocabulary of the material covered, but also to develop speaking and listening skills.

The rules of the game are as follows:

- The student sits facing the class and with his back to the board;
- The word is written on the board;
- Classmates explain to him what the word is written on the board;
- You can describe the word and offer synonyms, but you cannot name it, draw it on paper or use non-verbal means of communication;

I allocate 1-1.5 minutes to guess one word.

I notice that during this game not only the students' mood improves, but also their stress resistance, self-confidence and an understanding that this English language is not so difficult. Accordingly, shyness, indecision, and fear of pronouncing something incorrectly go away much faster. Moreover, you involuntarily have to use your comprehensive knowledge of the English language. Another pleasant effect of using this kind of task in class is that some of the main goals and objectives of the lesson are achieved (Kromydas, 2017; Urovni vladeniya angliyskim yazykom):

- activation of lexical and grammatical skills, as well as the skills of understanding English words by ear;
- activating the skills of active use of the acquired lexical material (oral speech);
- developing memory and attention;
- cultivating interest in learning a foreign language, the desire to learn something new in a foreign language, etc.;
- developing educational and intellectual skills and abilities, for example, imitation, abstraction, analysis, synthesis, comparison, juxtaposition, generalization, systematization, differentiation, logic, etc.;
- developing psychophysiological mechanisms: memory, attention, imagination, fantasy, observation, phonemic hearing, linguistic guesswork (based on word-formation elements, similarity with the native language, context), anticipation;
- developing compensatory skills - in case of a deficit of linguistic means, getting out of a difficult situation by using various verbal means (synonyms, antonyms, re-questioning, periphrasis, etc.);

- development of communicative skills and abilities in the process of communication in a foreign language, for example, sociability, self-regulation, expression of various emotional states, etc. (Charle, 2002)

Creating a project is another type of assignment that students respond to with great pleasure. This assignment is also one of the effective methods of active learning (especially in terms of learning independent work).

The essence of the task is as follows: students are given a project topic, and they independently find the necessary information and present it to the audience either in the form of a presentation (PPT) or in the form of an abstract. The presentation ends with a task for feedback from the audience (questions, puzzles, crosswords). This type of work forms such types of competencies as time management (the answer should not last more than 5-6 minutes), voice management (the speech of the respondent should be clear and understandable) and, of course, the ability to take responsibility for the selected information (Vasilenko, 2018).

Conclusion

Thus, the use of active methods of teaching English leads to increased interest and motivation in relation to the subject being studied. It is we, teachers, who must direct the student to the ability to overcome difficulties in learning English and regard this discipline not as secondary, but as one of the necessary for building a successful career.

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