



## PILOT TESTING PROGRAM FOR ENGLISH LANGUAGE TEACHING IN MEDICAL SCHOOLS

**Ilona Israilova Khalitovna**

**Phd Student, Uzbek National University Named After Mirzo Ulugbek**

**Tashkent, Uzbekistan**

**ABSTRACT:** - This article analyzes the experimental program for running specific study in medical universities on improving quality of study. The main aim is to develop of communicative competence of future medical specialists in their professional activity. It focuses on concrete experiment held in 3 medical universities of Uzbekistan, with the description of program of pilot testing. In order to disseminate and generalize pedagogical experience, the article considers the relevance, theoretical foundations and methodology for conducting and implementing a pedagogical experiment in educational activities.

**KEYWORDS:** Experimental study, pilot testing, english language study, communicative competence, survey, medical students.

### INTRODUCTION

The most productive method of pedagogical research is a pedagogical experiment. The word "experiment" comes from the Latin. experimentum - test, experience, test. There are many definitions of the concept of "pedagogical experiment", given by scientists in the field of pedagogy. A pedagogical experiment is a method of cognition with the help of which pedagogical phenomena, facts,

experience are studied (Yu.V. Vasilkova) [1]. A pedagogical experiment is a special organization of the pedagogical activity of teachers and students in order to test and substantiate pre-developed theoretical assumptions or hypotheses (E.A. Sosnin) [2].

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A pedagogical experiment is a scientifically posed experience of transforming the pedagogical process in precisely taken into account conditions (I.P. Podlasy) [3].

In order to test the effectiveness of the methodological model developed by us for improving the communicative competence of the English language of students of medical universities of the Republic of Uzbekistan, a pedagogical experiment was conducted among the 1st year undergraduate students in the following educational institutions:

1. Tashkent Pediatric Institute, which was attended by 150 students
2. Samarkand Medical Institute, which was attended by 98 students
3. Bukhara Medical Institute, which was attended by 106 students

The total number of students involved in the pedagogical experiment was 354 people. The academic discipline in English, according to the curriculum, in these universities, is taught in the amount of two hours a week.

The pedagogical experiment was carried out through the personal presence of the researcher, the use of high technologies that make it possible to conduct distance learning, as well as with the help of the faculty of the relevant departments of universities participating in the teaching experiment. The task of the teachers was to assist, in terms of performing control over students, in moments of distance learning. The students were provided with the educational and methodical manual developed by us and the video materials corresponding to them, on which work was carried out. Both teachers and students were previously informed about the goals and objectives of the experiment on the training system developed by us and with great

enthusiasm began work on an unconventional "project".

The main goal of the learning experiment was to trace the positive dynamics of learning outcomes and student achievement as a new approach and innovative methods are introduced into education. One of the most important problem we meet among students is the inability to identify and compare the national and cultural characteristics of the region of residence and the countries of the language being studied [4, Vylegzhagina].

Main part

We tried to approach the pedagogical experiment as a separate and unique educational area and an effective method of teaching medical English, taking into account all the competency-based positions of the entire educational process, which together form the skills of communicative competence. The main characteristics that guided us when organizing a scientific study:

1. Relevance and consistency (in accordance with the annual plan and the working curriculum of the year);
2. Consistency (connection with the working educational goals of students, scientific and educational, as well as educational);
3. Empiricism (a way of organizing a pedagogical experiment with the possibility for students to discover their own research);
4. Decoding and analysis (this is the ability to transfer all the knowledge gained when learning English to all types of speech activity, based on the principles of understanding, improved memory capabilities and a block of necessary skills for solid and quick memorization of special professional terminology)

When determining the role of the experiment as an element of research in the learning

process, we took into account the essential provisions due to this approach. Some of them can be defined as tasks offered to the student to understand as necessary and mandatory in the entire process of personal and professional education. Positions associated with explaining the importance of specific topics of the experiment, indicated as follows:

1. Determine (prove, describe, note, etc.) the role of the validity of the experiment.
2. Identify the role of those involved in the process of detailed description from the position of the individual part and the role in solving common problems (personal contribution).
3. Describe the connection of the English language with all the humanities and technical disciplines taught at the university.
4. Describe the features of the research process in English and other disciplines (personal vision of the problem by students).
5. Describe your vision of the stages of the research experiment process.
6. Define procedures for conducting self-assessment at the end of the experiment.

Without singling out particulars, the experimental methodological model is aimed at the formation, development and improvement of students' knowledge, skills and abilities of professional communication in English with the correct use of medical terminology in it.

The experimental verification program includes the following items:

1. Preparation of teaching material on the English language in medicine (educational manual).
2. Development of control and diagnostic tools.

3. Briefing of faculty members relevant departments of universities participating in the training experiment.
4. Carrying out a starting cut and determining the starting level knowledge of medical students on the problem under study.
5. Organization and conduct of classes according to the methodology developed by us teaching medical English.
6. Carrying out the final cut and deriving quantitative indicators of the results of the experiment.
7. Interpretation of the results of experimental teaching of medical English.
8. The topic should be "real", the student should not be distracted by "fantasy" in the process of solution [Oskolskaya,5].

Experimental training, within the framework of our study, was applied according to the curriculum in accordance with the calendar-thematic plan, did not exceed the number of hours planned by the curriculum and was organically combined with the curriculum of the English language course in medicine, as a result of the specific choice of medical universities for our research.

All exercises in the methodological model developed by us are aimed at the practical mastery of English in medicine by students. They are aimed at mastering the knowledge that forms the skills of mastering those operations that are necessary for processing and own production of expressing thoughts in English in a professional environment. The methodological model focuses not on the

study and memorization of individual phenomena of the language, as is customary in the traditional format, but on the practical use and mastery of actions with the language. In this regard, the emphasis of education is on ensuring that students learn not so much in a receptive way, but in a reproductive way. Cognition comes through the direct "use" of the language. Grammatical and lexical materials are repeated a certain number of times throughout the unit, which contributes to a better study of given phenomena and favorable reproduction in students' own speech.

1. Communicative functions, which are achieved by students in the process of performing exercises by episodes:
2. Understanding the purpose of statements
3. Understanding the purpose of dialogues and monologues
4. Understanding and identifying specific details in a conversation
5. Understanding the characters' hidden inferences when the textual information does not match the subtextual information and has hidden messages
6. Understanding the sequence of given and information
7. Determining the difference between the main idea and secondary statements that do not carry conceptual significance
8. Definition of relevant information according to specific categories
9. Description of the comparative characteristics of objects, processes,
10. phenomena
11. Ability to capture the development of an idea

12. The ability to choose the most appropriate phrases and phrases
13. The ability to relate new information to that mentioned in previous episodes
14. The ability to build sentences according to the authentic canons of the English language, which allows you to sound "naturally"
15. The ability to paraphrase, as well as select synonyms and antonyms
16. Ability to correct/change given information
17. The ability to summarize and generalize a long text into a more concise volume

#### Results and discussions

The selection of educational and language material was determined by the practical nature of the training, aimed at the systematic mastery of the medical terminological layer of the English language by students and its situationally justified use in the medical practice of future doctors. The educational system of educational and language tasks consisted of exercises and tasks for mastering the meaning of medical terms in the English language, memorizing their sound and graphic form, knowing the grammatical properties and stylistic features of their functioning in the professional speech of physicians, as well as observing the culture of speech and medical etiquette when using medical terms.

As our experiment showed, the teaching of medical terminology through the introduction of media technologies in the form of an authentic series "Doctor House" into the educational process is characterized not only by an abundance of variable didactic material, but, above all, by the variability of the very course of the process of studying and

mastering it, which, due to the possibility of independent step-by-step monitoring the assimilation of material and the redistribution of temporal length, if necessary, contributes to a more conscious and deep mastery of the communicative competence of the English language.

The organization and conduct of the process of experimental learning were associated with a number of related tasks, which boiled down to the implementation of such actions as:

- 1) introduction of computer and information technologies into the learning process;
- 2) technical equipment of classrooms (computers, projectors, speakers);
- 3) providing access to a specially developed methodological manual on the series "Doctor House";
- 4) technical assistance and consultation in cases of demand.
- 5) the formation of the necessary conditions for students to be comfortable and interesting in the classroom [7,Alferova].

Upon reaching all the points related to the provision of full-fledged pedagogical and technical conditions for conducting a pedagogical experiment to improve the communicative competence of medical students with the help of the authentic series "Doctor House", in accordance with the basic provisions for conducting a teaching experiment, a stating section, experimental training in developed by us, the final cut.

Answers to all tasks of the ascertaining section were evaluated

experimenters on a five-point scale:

5 - "excellent": The ability to use the English language to carry out speech activity in accordance with the goals of communication

and generally accepted norms of speech culture. Language abilities that enable communicators to communicate and interpret messages in a variety of contexts.

Construction of speech summing, using communicative skills of grammatical (knowledge of grammar), socio-linguistic (selection of adequate speech forms corresponding to the language of communication), discursive (cohesion and coherence of the text (saying) and strategic competencies (the ability to use verbal or non-verbal language means to complement imperfection of speech). Attracting a socio-cultural approach means the cultural development of a future young specialist, contributing to building successful business activity in the proposed conditions of intercultural communication, and an indicator of the presence of such ability is an intercultural competence, complementing the professional one from the position of

inter-lingual, language-oriented professional communication in the framework of

effective professional activities [6,Frolova] Knowledge of medical English terminology, proficiency in professional medical speech, application of this knowledge in practice. Proper use of terms from a semantic, grammatical and stylistic point of view, proper observance of the culture of communication and speech etiquette. The quality of the completed task is accompanied by the demonstration by the respondents of proficiency in the norms of the English language.

4 - "good": knowledge of theoretical material, application of this knowledge in practice. Partially competent use of terms from a semantic, grammatical and stylistic point of view, the correct observance of the culture of communication and speech etiquette. When performing the task, mistakes are made that

lead to a slight violation of the norms for the use of medical terminology in speech. The absence of one of the answers in the second part of the questionnaire is allowed.

3 - "satisfactory": a general idea of the studied grammatical and stylistic features of professional medical speech and the rules for using terms in it. Approximate understanding of the essence of the questions and tasks. When performing a task, mistakes are made that lead to a distortion of meaning.

2 - "unsatisfactory": ignorance of theoretical and practical material on English medical

terminology and the basics of professional speech. Inability to coordinate terms with contextual whirling. When completing the task, mistakes are made related to the inability to give complete answers to the questions posed, ignorance of grammatical rules, lack of skills in compiling complex syntactic constructions

The results of the ascertaining section conducted among students of TashPMI, BukhMI, SamMI

Name of University Grade	TashPMI (n=150)		BukhMI (n=106)		SamMI (n=98)		Total (n=354)	
	абс.	%	абс.	%	абс.	%	абс.	%
5 (excellent)	-	-	-	-	-	-	-	-
4 (good)	56	37,3	33	31,2	30	30,6	119	33,6
3 (satisfactory)	78	52,0	53	50	51	52	182	51,4
2 (unsatisfactory)	16	10,7	20	18,8	17	17,3	53	14,9

So, the performance of tasks of the ascertaining section by students showed that their knowledge of communicative competencies, in particular professional medical speech, is very low, students experience difficulties in performing almost all types of tasks, especially those related to the use of the communicative components of this language. The errors identified during the ascertaining section when using speech norms, medical terms, their typology, analysis and description of the difficulties caused by students in building a communicative

situation and using English medical terms were taken into account when selecting and submitting educational and language material for the upcoming training during the experiential learning through media technologies.

As mentioned above, for the experiment, all students were divided into two groups: control and experimental. The students of the control group continued their education in the traditional format, without our intervention in the educational process. The

students of the experimental groups, in turn, were trained according to the methodological model developed by us using video fragments from the House Doctor series divided into units, each of which is devoted to a specific medical topic and a collection of exercises compiled from them. The process of combining the perception of the world fragments through linguistically designed language of the specialty is happening by means of a foreign language as a speech tool for a fragmented expression of the original native and newly emerging, re-cognizable linguistic worldview and the specialty itself within a large communicatively designed space of modern reality [8, Kisel’].

At the end of the experimental training, a final cross-section was carried out, at which students in two groups were asked to complete the same tasks as at the ascertaining stage. In the form of the final cut, no new tasks were added to more accurately reflect the positive results of the students, and it was safe to conclude that the effect was achieved due to our experimental training, because as an evidence base and a starting point, we have an identical questionnaire of the ascertaining cut in the database. This ensured the similarity of the ratio of the theoretically potentially acceptable number of correct and incorrect answers of students during both types of control and contributed to the transparency of the results of a comparative analysis of the data obtained.

For all participants, equal conditions were created to guarantee the purity of obtaining the final data, namely, all digital and paper media were withdrawn.

#### Conclusion

As a result of the pedagogical experiment, it was reliably established that it is possible, if necessary, to make a change in the

methodology of teaching English in medical universities. This is relevant in connection with a further increase in the number of study groups and the number of students in them and the insufficient staffing of scientific and pedagogical workers and the emergence of the possibility of reducing the teaching load.

Based on the results of the experiment, the following conclusion can be drawn:

students are ready to perform practical tasks according to the new methodology;

the existing methodology for conducting practical classes with trainees is effective;

Teaching materials for practical training in the discipline have been developed;

based on the results of the pedagogical experiment, it is possible to change the existing methodology for taking the exam in the discipline. As not famous scholars, A foreign language as an academic discipline is most open to such content modifications due to its "pointlessness" [9, Zimnyaya]. In this regard, we tried to concentrate our work on implementing different tasks with the view of priorities of students. Prospects for the development of education are due to both the use of innovative methods and technologies in the meaningfulness of the educational process, and the growth of the teacher’s professional competence [10, Dubskikh]

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