

ENGLISH FOR MEDICAL PURPOSES (EMP)
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АНГЛИЙСКИЙ ДЛЯ МЕДИКОВ
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Abstract: *this article examines the issue of how important foreign language training of medical students. Work is due to the need to improve extracurricular work in English language teaching in the medical college. In order to identify the most effective forms of authors offer an analysis of the medical school of practical experience on the organization of the various practices of the English language is the basic educational program. Student Society of fans of English, English-speaking scientific and practical conferences and teleconferences with native speakers were optimal forms of extracurricular activities on the development of foreign language in medical school.*

Аннотация: *в данной статье анализируется вопрос, насколько важно обучение иностранному языку студентов-медиков. Работа обусловлена необходимостью совершенствования внеаудиторной работы в преподавании английского языка в медицинском вузе. В целях выявления наиболее эффективных форм авторы предлагают анализ практического опыта медицинского вуза по организации различных видов практики английского языка вне основной образовательной программы. Студенческое общество любителей английского языка, англоязычные научно-практические конференции и телеконференции с носителями языка оказались оптимальными формами внеаудиторной деятельности по освоению иностранного языка в медицинском вузе.*

Keywords: *opportunity, language, profession, medicine.*

Ключевые слова: *возможность, язык, профессия, медицина.*

Importance of English for Medical Purpose Language has always been a matter of concern, especially when you are a student in search of a better career an ultimately a good job and handsome salary. This is therefore a big issue in the field of medicine, since this field has suddenly started gaining prominence. With globalization, internet, television people's desires to be economically fit are increasing and they are in search of better opportunities to improve their lives. Now we are a part of the people, we must accept that we are conscious about the importance of English Language and since most of us are now willing to pursue Medical, we should be aware of how important it is to know English. As far as the medicine field is concerned, there is no recognized discipline that is called medical linguistics, but perhaps there ought to be one. True that the language of medicine offers some intriguing challenges both for the patients as well as the doctors, it has also been witnessed that there is a lack of communication between the doctor and his patient. The very reason for which is Language. On a very serious note, we need not to know what the history of medicine is but we need to ponder about the present as well as the future; and the fact is that today all the most influential medical journals and magazines are written in English, and it has also become the language of International Conferences [1, p. 107]. We as human beings have now entered into the era where English for Medical is important and is one of the most important aspect of your life, an era where all the doctors have unanimously chosen one common language of communication within themselves and with their patients. Things are different whether you think from a doctor's point of view or from a patient's point of view. Where most of the doctors prefer to speak in the language that is common to all, some do fair with the patients who cannot communicate very fluently in English. But things are a little different from a patient point of view, sometimes the whole thing takes a really weird turn. While some people prefer talking in their native tongue to their doctors because they think they can better explain the problem this way, other cringe if a doctor doesn't know how to speak English very fluently. After a complete research and analysis, it is now acceptable that if the books are written in English, the syllabus is taught in English and even the exams are conducted in English, then students must simply have a working knowledge of the language. On a whole, 'English is the cut-off language for medical purposes and it should be a compulsory subject along with Anatomy, Biochemistry etc.' [2, p. 78].

1. Do presentations

This is the most practical example of combining what is necessary for a doctor, with what is integral to using a new language. Medical personal need to do presentations in many aspects of everyday work from interviewing a patient; to informing a relative; to medical conferences and talks. When learning English, try to communicate a topic with your teacher or fellow medical learners. This will allow for easy assessment as to your capabilities and progress with English, as well as continual practice of a skill you will need to use most often in your profession.

2. *But, remember to do both oral and written learning*

While mastering presentations will be the key to your success, English for medical purposes cannot only be oral as paper work and the writing of medical journals comes hand in hand with spoken English. Equally, a language should never be learnt in only one dimension, but through exercises and assessment in reading, writing, speaking and listening.

3. *Learn from your peers*

Hospitals can be cliquy; English shouldn't be. Fellow peers in varying fields within the medical profession can be the perfect tool to gaining better insight into English for your career. Not only are you learning English, but you are learning it within a complex and in-depth field – medicine. It is possible to learn from your peers whether they are a porter, nurse, doctor, surgeon or a head of department. Furthermore; with advancements in technology, it is no longer necessary to be confined to a classroom and it's possible to use emails, weblinks, online threads and more to communicate and learn with others in your industry. English could become an fundamental part of hospital training and serve to boost communications greatly aiding the profession [3, p. 115].

References

1. *Ron Howard*. Professional English in Use. Cambridge: Cambridge University, 2010. p. 107.
2. *Sam McCarter*. Medicine Teacher's Resource book. Oxford, 2014. p. 78.
3. *Steven S. Agabegi*. New York, 2012. p. 115.