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**PROFESSIONALLY-ORIENTED TEACHING OF ENGLISH TO
MEDICAL STUDENTS
SUMMARY**

The article examines the importance of professionally-oriented English language learning for medical students and the peculiarities of such education. The reasons for studying the English language in medicine, teaching methods and approaches, and assessment of learning outcomes are discussed. The article emphasizes that proficiency in the English language opens up opportunities for professional growth, participation in scientific research, and international collaboration for medical students.

Key words: professionally-oriented learning, English language, medical students, teaching methods, international collaboration, assessment of learning outcomes.

In today's world, English language skills are an essential aspect of education and career for many professionals, including those working in medical organisations and those studying at specialist institutions. International co-operation, scientific research, advanced techniques and equipment - all this stimulates medical professionals to learn English at a professional level. At the same time, teaching English to medical students implies teaching both the general basics of the English language and the professional language. At the same time, the specificity of teaching foreign language to future workers in the medical sphere implies the use of a wide variety of methods of pedagogical work.

The methodology of English language teaching implies constant improvement of the search for new means of teaching, new vectors of vocabulary development and speech and writing skills, therefore, in this article we can consider the features of professionally-oriented English language teaching for medical students and its importance for the successful development of future specialists in the current conditions.

Researchers have been talking about the problems of professionally-oriented teaching of English, and other languages for quite a long time. Modern dynamic development of language teaching courses, including professionally-oriented ones, a significant number of personal methods and various teaching materials, for which

there is a corresponding demand, show that today there is a task of updating not so much the content of educational programmes, as updating the form, methods of work with students, who have to compensate with their own resources the need to learn a language [1]. One of the promising directions in improving English language teaching can be considered the active introduction of elements of international teaching programmes [2], which involve the use of a variety of technologies that are used in domestic practice to a limited extent.

The significance of English in medicine can be defined within the framework of three key components - as a language of international cooperation, as a language of scientific and medical communication, and as a language of introduction and testing of innovations and technologies. Consequently, in order to determine the specificity of professionally oriented English language teaching of medical students, we can briefly characterise the significance of these aspects. Thus, let us pay attention to one of the most significant factors - cooperation with foreign colleagues, which is often enough carried out in English, and acts as a factor of stimulating the exchange of experience, participation in international conferences, seminars and other events, fundamentally important not only for medical students, but also for teachers who are employees of educational institutions [3]. Knowledge of English allows medical students to actively participate in the discussion of issues related to practice and science, thus allowing to actualise both practical and scientific-pedagogical experience. Thus, a significant proportion of scientific articles and research in medicine are published in English. For medical students and staff of professional educational institutions, this means the need to master the English language to read, analyse and use the research of other scientists in their work [4]. It is crucial to note that researchers look at English in the international sphere as the language of implementation of advanced medical technologies. Medical innovations and technologies are rapidly evolving and English is the primary language of their documentation and instructions. Knowledge of English enables medical professionals to keep up to date with the latest advances and apply them in practice. That is why providing professionally oriented English language teaching is an important task facing higher professional education institutions.

At the same time, professionally-oriented English language teaching of medical students should include teaching of special medical terminology, formation of communicative skills and deepening of professional knowledge in the medical sphere. Professionally-oriented teaching of English to medical students implies the predominant study of medical terminology and specific professional vocabulary. Thus, we can note that medical students mainly study anatomical and physiological terminology, names of diseases, methods of diagnosis, treatment and prevention [5]. Confident command of medical terminology in English is a key factor of successful professional communication. At the same time, the key principle determining the

formation of professional terminology is the sequence of learning from simple general language skills to general professional and professional language skills in accordance with the direction of students' training.

Considerable attention is paid to the development of communication skills. Thus, among the professionally important communicative skills formed in medical students in the process of English language teaching we can highlight: communication skills with colleagues, i.e. learning the features of professional and business communication, communication skills with patients and skills of interaction with the expert scientific and methodological community. An important direction in the process of professionally-oriented English language training of medical students is the deepening of knowledge in medical disciplines taking into account professional areas of activity. Thus, the most common practice is to study texts on medical disciplines in English. This approach helps medical students not only to improve their language skills, but also to deepen their professional knowledge in various fields of medicine.

Methods and approaches to teaching, thus, in the process of professionally-oriented teaching of English to medical students, are adapted to solve a corresponding set of pedagogical tasks. In general, we can identify three key approaches implemented in modern practice of work with medical students:

- communicative approach;
- professionally orientated approach;
- project approach.

It is worth noting that these methods do not change autonomously, but organically complement each other, allowing to ensure the solution of complex types of tasks related to the formation of competence of graduates of educational institutions. Let us characterise each of these approaches implemented in modern pedagogical practice.

The first - communicative approach is associated with the implementation of tasks on the formation of communicative skills, through which the development of universal, general professional and professional competences is ensured. Within the framework of the communicative approach, special attention is paid to the development of communication and interaction skills in real situations related to professional activity [6]. For example, this approach involves the active use of role-playing games, discussions, case analyses and other interactive forms of learning, which are focused mainly on the development of communication skills. The key disadvantage of this method is the formation of language skills within the framework of communicative skills, i.e. the development of other professional skills not related to communicative practices is difficult.

The professionally-oriented approach is mainly associated with the use of specialised authentic materials. For example, in domestic practice, situations of

referring to the materials of professional journals, video materials, expert notes and other materials are widespread. This allows students to master specific knowledge and skills, as well as to adapt to the real language context of the medical sphere. The key disadvantage of using this method of educational activities in the process of working with medical students can be considered the problem of the need to adapt students to complex materials, the need to equalise the knowledge component (primarily vocabulary) and translation skills, and the use of additional tools (e.g. simultaneous interpretation and support during classes).

The last method, which is also actively used when working with medical students, is the project approach, i.e. project-based learning. In general, we can say that the project approach involves solving practical problems and completing assignments related to medical topics. Students can work on collaborative projects, research or presentations, which allows them to develop teamwork, critical thinking and problem-based learning skills. However, most often the implementation of the project approach, despite the fact that it allows immersing students in real practice, requires considerable effort on the part of the teacher, significant time resources and not infrequently requires appropriate material and technical base [7].

It is not uncommon, in connection with the current problems of the educational process, to single out online learning technology as a specific approach as one of the reflections of educational informatisation. Nevertheless, in relation to the professionally oriented teaching of English to medical students, we cannot but note that the independence of this approach is in question, since it implies the use of mainly methods that are largely characteristic of other approaches [8]. At the same time, in the current situation, the practice of using distance education technologies in higher education institutions is limited due to significant problems associated with the impossibility or objective complexity of assessing the effectiveness of implemented educational activities, problems of current and intermediate control. Nevertheless, the use of technology and online platforms in teaching English to medical students helps to make the learning process more flexible and accessible. Students can work with interactive textbooks, take online tests, participate in webinars and communicate with native speakers. This, of course, makes it possible to significantly diversify professionally-oriented English language learning for medical students. However, based on the results of analyses of our own practice and the work of practicing teachers, we can say that the use of information technologies does not fully replace the use of traditional educational practices, especially in the conditions of higher education institutions [9; 10].

The task of assessment of learning outcomes within the framework of professionally oriented English language teaching of medical students is also relevant. Thus, we can note that in the current conditions when working with medical students, the methods of summative assessment are predominantly used, while the

practice of formative assessment of students' progress is used on a point-by-point basis. However, assessment of medical students' learning outcomes in English should include both formative and summative assessment. Formative assessment involves continuous feedback and adjustment of the learning process, while summative assessment measures the achievement of outcomes and competencies. This integrated approach allows, in current practice, to provide both teamwork with groups and to ensure the realisation of individual-oriented learning objectives.

In continuation of the description of the current features of professionally-oriented English language teaching to students, we can also mention the practice of using standardised tests when working with medical students. Standardised tests such as IELTS, TOEFL or OET (Occupational English Test) can be used to assess the English language skills of medical students. These tests help to determine English language proficiency and readiness for professional communication on an international level. Despite the fact that such practices have not been realised, we cannot but note not so much the positive value of passing the exams, as the aspiration of pedagogical practice to adapt to the requirements of these tests, which, together with professionally oriented training of medical students, will allow adapting students to the possibility of full continuation of their own development in the conditions of the importance of English for employees of the medical sphere.

In conclusion, we can note that professionally oriented English language training of medical students is an important factor in developing their career and ensuring readiness for successful interaction in the international medical environment. Modern methods and approaches to teaching, the use of authentic materials and technologies contribute to the formation of professional competences and communication skills in English. However, as we can ascertain, the methods described above, with the exception of distance learning, are not universally implemented. It is obvious that in addition to improving the methods of knowledge transfer, it is also necessary to improve the methods of knowledge control. Assessment of learning outcomes, today most often includes summative assessment, however, it is promising to expand the use of formative assessment, and to expand the use of standardised tests, which allow to monitor students' progress and ensure their preparation for international medical practice. The importance of English language learning for medical students is undeniable, as it provides them with opportunities for professional development, participation in research and international co-operation. Investing in English language training will benefit future medical professionals, helping them to succeed in their careers and contribute to the development of global medicine. Therefore, the active implementation of the above-mentioned methods of professionally oriented English language teaching will help to solve the most difficult challenges that medical professionals will face in the future.

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**TİBB TƏLƏBƏLƏRİNƏ İNGİLİS DİLİNİN
PEŞƏKAR YÖNÜMLÜ TƏDRİSİ
XÜLASƏ**

Məqalədə tibb tələbələri üçün peşəkar yönümlü ingilis dilinin öyrənilməsinin vacibliyi və xüsusiyyətləri araşdırılır. Tibbdə ingilis dilinin öyrənilməsinin səbəbləri, tədris metod və yanaşmaları, təlim nəticələrinin qiymətləndirilməsi müzakirə olunur. Məqalədə vurğulanır ki, ingilis dilini bilmək tibb tələbələri üçün peşəkar inkişaf, elmi tədqiqatlarda iştirak və beynəlxalq əməkdaşlıq imkanları açır.

Açar sözlər: peşəkar yönümlü tədris, ingilis dili, tibb tələbələri, tədris metodları, beynəlxalq əməkdaşlıq, təlim nəticələrinin qiymətləndirilməsi.

Г.С.РАХИМОВА

**ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЕ ПРЕПОДАВАНИЕ
АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТАМ-МЕДИКАМ
РЕЗЮМЕ**

В статье рассматривается важность профессионально-ориентированного изучения английского языка для студентов-медиков и особенности такого обучения. Обсуждаются причины изучения английского языка в медицине, методы и подходы к преподаванию, оценка результатов обучения. В статье подчеркивается, что владение английским языком открывает возможности для профессионального роста, участия в научных исследованиях и международного сотрудничества для студентов-медиков.

Ключевые слова: профессионально-ориентированное обучение, английский язык, студенты-медики, методы обучения, международное сотрудничество, оценка результатов обучения.

Rəyçi: Dosent Hüseynova Rəna Hüseynağa qızı tərəfindən çapa tövsiyə olunmuşdur.