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MODERN TECHNOLOGIES OF TEACHING PROFESSIONAL COMMUNICATION IN A FOREIGN LANGUAGE TO HIGHER EDUCATION STUDENTS

Abstract: This article discusses modern technologies for teaching professional communication in a foreign language to higher education students. It provides information on research conducted and the results obtained. Additionally, it includes assessment methods for students in the ESP course.

Key words:CLIL, assessment, need analysis, course aim, specialist, medicine, performance data, formative assessment.

Introduction: I have chosen the course namely Language in the Workplace as I found it more appropriate for my undergraduate students. During studying in this course, students become more involved in the researches related to their professional specialization. They can have a rise in their level proficiency and also improve their medical knowledge with the help of the course. As my students are medical students, this course is more relevant due to the high development of disciplinary knowledge and skills in the communication in some areas including culture, language and genre, audience awareness and so on. Language in the workplace is one of the mandatory courses for underground students. However this is an advanced course, students can obtain an adequate lexical, communicative, written knowledge in their sphere. Length of the course lasts for 16 weeks and each week students must have three hours lesson. I always push them to develop strong English language skills (listening, speaking, reading, writing) relevant to medical contexts. As a result, they can acquire specialized medical vocabulary and terminology and enhance effective communication in medical settings such as doctor-patient interactions, case presentations, medical reports.
By implementing these strategies, we can create a comprehensive and effective ESP program tailored to the needs of medical students learning English, preparing them for successful communication and professional integration in English-speaking medical environments.

Materials and methods.
I have chosen the medical students to teach ESP Context in their field. In fact, I used CLIL method as it serves to communicate meaning. Their subjects are taught in English and also English become the main foreign language for them to accomplish their tasks. The participants in my course are medical students. Their current linguistic skills involve basic medical terminology and grammar which they have learned before on their own. They have a purpose of studying English which is acquiring specific language skills based on their medicine field. Why they need English is that medical terminology are one of the crucial factor for authentic and accurate treatment and diagnosis. They also make some useful collaboration with foreign developed medical teams. The students study at 1st course in Tashkent Medicine University. After entering to this university, they try to acquire some basic knowledge in English by going to libraries and extra classes. They need perfect language skills to do their task effectively. Their ages are between 22 and 29. According to my teaching experience, I think they need to improve their lexis skill, firstly. Because, nowadays we have almost every medicine and drugs in English. Their manual instruction is also written and printed in English. This is the first and prior skill they need anytime. Additionally, they should also work out in speaking and writing as

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Uzbekistan has such foreign guests who always visit to uzbek national and private hospitals. At once, they must write recipes in English. That's why, I found English more crucial language in the field of medicine.

Needs Analysis

As a teacher, I have done some researches in need analysis. It shows that medical students need at least 2 or 3 hours lesson because of the lack of time in their student life. At once, they go to university lessons and also they attend some practical lessons personally. There is no need analysis in terms of the design of the course. The one thing that seems more applicable for them is the opportunity to have research based course which helps the students to enhance the knowledge in their professional field, that is a medicine. Admittedly, this course would be relevant to the people who have a strong willing to work in multicultural society of the UAE. Course aims are also given beforehand as it provides the ability to communicate effectively. They can improve their oral and written skills. furthermore, this course helps to improve students` critical thinking skills and problem-solving skills. all in all, they can handle all forms of issues in their spheres. As I stated above, I conducted a needs analysis to understand the specific English language skills required by medical students. It was a survey with students in the medical field and determined their current proficiency levels in English and their specific areas of weakness or challenges including medical terminology, patient communication, writing medical reports. There are ample things I have done in the period of needs analysis. Their proficiency level is by far the most important one. Thus, I evaluated their English language skills in spoken and written form. I mostly put emphasize on the medical terminology and oral skills in medical contexts. I also evaluated their ability to clearly keep in touch with clients, patients, and colleagues as well. They need to know the language to write medical histories and explain treatments and other topics related to this sphere. Consequently, after having this period and working on their essential skills, I gave them available feedbacks regarding to their experiences and challenges in their academic life.

Approach to ESP Course design

One effective approach to teaching medicine through English for ESP (English for Specific Purposes) students, particularly medical students, is the Content-Based Instruction (CBI) approach. I used this approach according to various reasons and factors. I want to give a brief outline here how I applied it to my classroom. As it is commonly proved that CBI is applied when there is a need to integrate language with teaching of any subjects. Take the medicine as an example. My students achieved to learn both language and their content knowledge simultaneously. One factor which means the authentic materials were really handy in teaching medicine through English. I used authentic medical texts, case studies, research articles, and patient records written in English. These materials expose students to real-world medical language and contexts. As a teacher, I provided language support to my medical students in different ways such as authentic medical texts, case studies, research articles, and patient records written in English. These materials
expose students to real-world medical language and contexts. CBI gave us a lot of opportunities to integrate all skills. they are listening, speaking, reading, and writing skills within medical content. For example, listening to patient histories, discussing treatment options, reading medical journals, and writing research papers. This approach worked productively. Students learn English in the context of their future profession, making learning more meaningful and motivating. Moreover, they can improve both language fluency and proficiency in medical contexts, preparing students for effective communication in English-speaking healthcare settings. By implementing CBI approach, teachers like

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me, can effectively assist medical students in mastering English language in their both academic and professional career.

Designing an ESP (English for Specific Purposes) course for medical students involves tailoring language learning objectives to their specific needs in the medical field. Here's my structured approach to planning and outlining such a course.

The first and foremost is a need analysis. I conducted a needs analysis to understand the specific English language skills required by medical students. It was a survey with students in the medical field and determined their current proficiency levels in English and their specific areas of weakness or challenges including medical terminology, patient communication, writing medical reports.

The objective of the course is to improve medical students' proficiency in English to effectively communicate with patients and colleagues, understand medical literature, and write clear and accurate medical reports.

I will here explain the objectives specifically. They are following:

• Develop vocabulary related to medical specialties and common medical procedures.
• Enhance speaking skills for patient interviews and consultations.
• Improve listening skills for understanding medical lectures and discussions.
• Master writing skills for medical case reports, research papers, or patient records.
• Practice reading comprehension of medical texts, journals, and research articles.

As Viana, V., Bocorny, A., and Sarmentoa, S. emphasize that the results of your needs analysis are likely to indicate which genres should be targeted in the ESP course that you are designing. My materials are also targeted effectively to their ESP context. I have chosen the authentic materials including various medical texts, case studies, journal articles, and audio recordings of medical lectures or patient interactions. Furthermore, I have added multimedia resources like videos of medical procedures, simulations of patient-doctor interactions, or virtual tours of medical facilities. As I have chosen medicine students to discover their abilities, I liked teaching them all the aspects of language. We mostly emphasize on their vocabulary and speaking skills. Assessment period is also encouraging for me. In fact, in an ESP context for medicine students, assessments may vary in formality based on the specific goals and objectives of the program. While summative assessments are typically individual needs of the students. It is important to balance formal and informal assessments to ensure comprehensive evaluation and support students' learning. Besides, we try to enhance their writing through different methods. Cumming says that general-purpose orientations to ESL/EFL writing instruction were associated with variable methods of assessment and criteria for achievement, focused on individual learners and their personal development, conceptualized in multi-faceted ways. After doing need analysis and having an ESP course, undergraduate students significantly developed their personal and professional skills in this area.

Obviously, communicative language is also important in the field of medicine as they talk with foreign patients or having internship months in abroad or going to global conferences. I use learner-centered approach in lessons which are based on communication. According to Swales says that, the learning-centered approach therefore requires a theory of language learning that will stress both cognitive (problem-solving) opportunities and affective (intrinsically motivating) variables. That's why, we mostly focus on improving their problem-solving skills through encouraging them in many real situations. They all are effectively used by medical students in their academic year.

Course Aims

Teaching medicine with English aims to achieve several important objectives that benefit students studying medicine in an English-language environment. By learning medicine in English, students naturally improve their proficiency in the language. This includes acquiring medical terminology,

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understanding complex medical texts, and communicating effectively with patients, colleagues, and other healthcare professionals globally. Global Communication Skills is another course aim. English is widely used as a lingua franca in the medical field internationally. Learning medicine in English equips students with the language skills necessary to collaborate and communicate with medical professionals from diverse linguistic backgrounds, enhancing their ability to participate in global healthcare networks and research collaborations.

Results and Discussion

According to O`Sullivan , the International English Language Testing System (IELTS) is used across a range of sectors from academic, to immigration, to business and medicine and yet was developed and validated for use only with the former. Apart from that, I have used other types of assessments as following:

The first and foremost is the existing assessment data. It can be helpful to review any previous academic performance data, language proficiency test scores, and assessments related to medical knowledge and skills. This information can provide insight into the strengths and weaknesses of the students and help tailor the ESP program to their needs. Additionally, diagnostic assessment is also widespread in this field. In an ESP context for medicine students, diagnostic assessments may include language proficiency tests (e.g. TOEFL, IELTS) to determine the students' level of English proficiency. Additionally, a needs analysis can be conducted to identify specific language and communication skills required in the medical field. I have also thought about formative assessments to implement in my classroom. Formative assessments are essential in an ESP context to monitor students' progress and provide feedback for improvement. These may include quizzes, presentations, case studies, role-plays, and discussions related to medical topics. Formative assessments can be informal in nature and used to guide instruction and address any gaps in knowledge or skills. Furthermore, summative assessments are used to evaluate students' overall performance at the end of a course or unit of instruction. For medicine students, this may include exams, research papers, clinical simulations, or presentations on medical topics.

Conclusion

Summative assessments should align with the learning objectives of the ESP program and provide a comprehensive evaluation of the students' language and assessing medical students who are learning English involves evaluating both their language proficiency and their ability to apply that proficiency in medical contexts. I will here give a detailed approach how I can assess my medical students who are learning English. The first is language Proficiency Assessment. It consists of speaking, listening, vocabulary and so on. Through speaking classes, I assess their ability to engage in everyday conversations with patients and colleagues. Through teaching vocabulary, I can evaluate their comprehension of medical terminology and their ability to pronounce it correctly. When it comes to listening skills, I test their understanding of spoken English in medical scenarios, such as patient consultations or medical lectures. Apart from that, I provide medical articles or case studies to assess their reading comprehension and test their ability to understand and interpret complex medical terminology. Writing is also another crucial factor which I can assess their ability to write clear and concise patient notes, including medical histories and treatment plans. By following these assessment criteria, teachers can effectively assess medical students' English language proficiency and ensure they are well-prepared for communicating in medical settings and adjust the specific assessments based on the students' level and the requirements of your medical program age
and medical knowledge and skills.

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