

RESEARCH ARTICLE

Some Problems and Solutions For Teaching English At Medical Institutions

Dastanova Firuza Andreyevna

Teacher of the University of Innovation technologies, Uzbekistan

VOLUME: Vol.06 Issue05 2026

PAGE: 175-178

Copyright © 2026 European International Journal of Pedagogics, this is an open-access article distributed under the terms of the Creative Commons Attribution-Noncommercial-Share Alike 4.0 International License. Licensed under Creative Commons License a Creative Commons Attribution 4.0 International License.

Abstract

This article deals with some issues encountered by medical students in the process of teaching medical English. It also offers solutions to solving these problems with recommendations on how to organize English lessons. There are opinions and statements of scientists who give decisions for conducting study hours of English in medical groups.

KEY WORDS

Problems, solutions, medical students, foreign language professional competence, students' needs, interests, language level, professional materials.

INTRODUCTION

The system of healthcare is becoming more global and the knowledge of English is becoming more demanded by future doctors for forming their professional competence. Professional competence in foreign language can be a great opportunity for medical personnel to read international research papers, to exchange experience with foreign professors, to take part in worldwide conferences and to communicate with foreign patients. However, these skills cannot be developed by traditional teaching of English language. Thus, designing materials with communicative tasks for English language lessons of medical students according to learners' needs, level and interests is one of the most effective ways in forming foreign language professional competence.

From the first stage of education, students should be introduced to the goals set for them during the academic year, that is, the opportunities for acquiring the knowledge necessary for their future professional competence. If the student clearly understands the goal of the course and can identify ways to achieve it, the desire to learn the language

will increase. If the teacher explains that it is not necessary to know the English language from beginning to end, but only the aspects of the language necessary for their profession, then it will be easier for students to master the language perfectly later, because such an approach will help them overcome obstacles and difficulties in learning the language.

In the process of forming professional competence in a foreign language, it is natural for students to develop a desire to imitate experts from the country whose language is being studied, to learn from their experience, and to apply this in their future profession.

CLIL and Motivation. Natural use of language can boost a learner's motivation towards learning languages. In CLIL, language is a means not an end, and when learners are interested in a topic, they will be motivated to acquire language to communicate. Language is learnt more successfully when the learner has the opportunity to gain subject knowledge at the same time. CLIL and Current ELT Practice. CLIL adheres closely to current trends in language teaching. Grammar is secondary to lexis, fluency is the focus

rather than accuracy, and language is seen in chunks, as in the lexical approach. Learners are required to communicate content to each other, and skills are integrated with each other and with language input. Learner needs are of primary concern, and learning styles catered for in the variety of task types available. [1]

Medical students can also be given texts in their specialty subjects with assignments in English. For example, selecting texts from the subjects they take, such as "Medical Biology", "Human Anatomy", "Medical Chemistry", "Practical Laboratory Lesson in Medical Chemistry", translating them into English, and developing several simulation exercises for them will help to improve the language skills of future doctors.

However, it has been found that for students studying in the field of exact sciences, learning a foreign language poses several problems:

1. Students' attitude towards English lessons is that they are afraid that they will only have to speak English in class. We have identified this situation during the observation of classes in medical universities. However, in such situations, we believe that it would be more appropriate for the teacher to create a light atmosphere for such a student's fear and open the way for them to learn the language by conducting lessons according to the student's level of language proficiency. Among the students, there are also those who expect help from others and are shy. They always feel that they need help or that others around them must help them. In order to reduce such situations in students studying in non-specialized areas, every English teacher should encourage them.

2. Teaching medical students only in English is not very effective, because this situation is only teacher-centered, that is, students are only listeners in the teacher's center. However, teaching only in their native language does not lead to the effectiveness of students' learning English. Therefore, this is one of the important problems for the teacher, who must conduct the lesson in both languages, and at the same time make the lesson understandable and student-centered, that is, bring students to the center of the lesson.

3. The first goal of any teacher is to make the lesson interesting and meaningful. However, it is not always possible to fully achieve this, because for various reasons, for example, students of different ages or the use of materials in the same sequence in the lesson, etc., the lesson can become boring. Therefore, it is recommended that the teacher diversify the

lessons and enrich the lesson with unexpected tasks.

4. The heterogeneous level of knowledge of students in the group leads to lack of self-confidence, guilt, and a decrease in self-esteem among students. To avoid such situations, the teacher should pay equal attention to all students and teach the lesson. Students who complete the tasks quickly should be given additional individual exercises prepared in advance and encouraged to work more with passive students.

Since knowledge of a foreign language is a modern requirement, conditions and opportunities should be created for its teaching, and students should be constantly motivated.

Recently, great attention has been paid to further improving the skills of the audience, since it is intended to teach medical students, the language depending on their needs and level of knowledge. Possession of this type of language development activity helps students understand the content of lectures in a foreign language, respond to the interlocutor's speech, and convey the necessary information.

To learn a foreign language, first of all, knowledge of the native language is required. Because the language learner must have the necessary tool for comparison, that is, knowledge of the native language. In English lessons, it is useful for the teacher to check the knowledge of the students' native language.

The goal of teaching English to students of medical universities is to teach students the foreign language being studied on the basis of an integrated approach, following the principles of practical application in professional activities, to ensure fluent and accurate speech in the foreign language being studied, and to create a basis for students to acquire professional knowledge by learning medical terms in a foreign language.

It aims to teach students to use speech situations correctly and effectively, to fully develop their speech skills in phonetic, grammatical, and lexical aspects, to be able to express their attitudes in the foreign language being studied in relation to the political, economic, and social realities taking place in the world, and to be able to freely demonstrate their professional skills at international levels in the future.

There are many educational settings in which 'content' is taught in a language other than the home language of the students. These cover all the phases of education, pre-school, primary, secondary and tertiary as well as any specially designed classes for particular groups of students (e.g.

migrants). In North America the phenomenon is sometimes labelled 'immersion' or 'content-based learning' or 'content-based language learning' or 'content-based language education'. In Europe, but not exclusively in Europe, it is usually labelled 'content and language integrated learning' (CLIL) or 'integrating content and language in higher education' or 'English-taught programmes'. EMI is a term used ubiquitously geographically and, usually but not exclusively, applied to HE [2;1].

The use of EMI is recommended in the preparation of English language teaching materials for medical students, since teaching the topics of their specialty in English can further increase students' interest in the English language.

When choosing topics for classes, the level of preparation of the student and the amount of information to be learned are taken into account. Particular attention should be paid to the time frame for students to master the material, that is, how much time it takes to explain and understand.

Teaching English and professional performance are considered as one: how it is possible and desirable to teach English to students of a medical university and to what extent the relationship with the profession is identified by methodology. The methodology of the professional approach in English lessons at medical universities should reach a new level. Practical medical awareness of students, their skills and knowledge combined, and the creation of a professional learning environment -all this should be integrated into the English learning process. Therefore, teaching English in medicine is of a kind applied nature and is mainly aimed at preparing for cognitive activity in professional practice, research, and scientific work, helps as a tool for solving professional problems in the context of international cooperation. On a national scale, this is the growth of social mobility and the implementation of strategic goals in the political and economic development of the country [3;128].

Teaching English to medical students should be aimed solely at developing their professional competence. If the field of dentistry is dentistry, then topics in English such as dental diseases, causes of dental diseases, keeping teeth healthy and beautiful, and modern methods of treating teeth will greatly help future dentists develop their professional competence in a foreign language. Pediatrics students should definitely learn about children's diseases, methods of diagnosing them, how to interact with children, medical students should learn about the causes of various diseases, symptoms and new ways of

treating them, and medical preventive work students should learn about ecology, disease prevention, infectious diseases, and hygiene in English, which will ensure meaningful and interesting lessons and pave the way for the professional development of future medical personnel.

During the study, the specific features of the selected articles were determined, their appropriateness as a basis for developing interrelated receptive and reproductive skills and competencies in this genre of scientific literature and modeling scientific professional communication. It was proven that the inclusion of information letters (CV, medical job resumes descriptions and objectives, medical job application forms), information about new sanitary norms, rules and hygiene standards, texts of lectures by famous foreign scientists, their audio and video recordings in the content of foreign language teaching increases the positive effectiveness of foreign language learning.

Websites of international medical organizations, universities, companies cooperating with universities, training specialists in this area and other medical organizations are a necessary element of the content of foreign language teaching in higher medical educational institutions [4;119].

Applying communicative tasks oriented to the future occupation of medical students is necessary for their professional development. Especially if materials are designed taking into account learner's interests and language level, it will be easy to develop professional competence in foreign language for medical students.

References

1. Steve Darn. Content and Language Integrated Learning (CLIL) A European Overview Teacher Development Unit, School of Foreign Languages, Izmir University of Economics, Izmir online submission www.tieclil.org.uk Forum for across the curriculum teaching www.Factworld.info 2006
2. Macaro, Ernesto, Curle, Samantha Pun, Jack. An, Jiangshan; Dearden, Julie. "A systematic review of English medium instruction in higher education". *Language Teaching*. 2018 51 (1): 36–76. doi:10.1017/S0261444817000350. ISSN 0261-4448.
3. Dilafruz Djamalidinovna Buranova. Methodology of professional approach in English language teaching for medical students. *Uzbekistan International scientific-*

methodological electronic journal "Foreign Languages in Uzbekistan", 2023, No 1 (48), 119-132.

4. Ахмедова Матлуба Ибрагимджоновна. Булгуси шифокорларнинг чет тилда касбий коммуникатив компетенциясини шакллантириш лингвотехнологияси. Хорижий филология №3, 2019 йил 117-121.