

## On the Quality of Foreign Language Teaching

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**Abstract.** This article analyzes ways to improve the quality of teaching a foreign language, in particular English, and the need to adapt the content of the lesson for medical university students to their professional needs. It is shown that during the lesson, students should master medical terminology, be actively involved in communication, and develop their speech skills. The author substantiates that the personal and professional qualities of the teacher, thorough preparation for the lesson, the development of dialogues, work on lexical material, and a creative approach play an important role in increasing the effectiveness of the lesson.

**Key words:** language material, cognitive activity, thinking and imagination, social significance pedagogical activity, intellectual work, formation of knowledge and intellectual skills.

**Introduction.** In the modern education system, teaching a foreign language, especially in accordance with the professional direction, is one of the important strategic directions. Global integration, international scientific information exchange and the growing expansion of professional communication require representatives of each field, including medical specialists, to master a foreign language, in particular English. Since the medical field is at the forefront of scientific and technological development, knowledge of English in this field allows not only to expand knowledge, but also to take professional activities to the international arena, work with foreign medical literature, participate in international conferences, and exchange ideas with foreign colleagues.

Therefore, there is a need to abandon traditional grammar-centered approaches to teaching a foreign language, especially English, in medical universities and switch to more communicative, professionally oriented methods. The main goal of medical English courses is to prepare students to master medical terminology, patient-doctor communication, read and understand medical documents, as well as express independent opinions and form written speech in English in a professional context.

This article is aimed at highlighting such pressing issues, analyzing the factors on which the quality of a foreign language lesson depends, especially the specific aspects of teaching a foreign language in a medical context, pedagogical approaches, and ways to increase student activity. A foreign language lesson should be viewed not only as a means of teaching a language, but also as a means of forming students' thinking, communication culture, professional competence, and personal qualities. The content of the lesson, its organization, the role of the teacher, and the professional significance of the materials used - all this directly affects the effectiveness of the educational process.

**Literature review and methodology.** Today, a lot of scientific and practical research is being conducted on teaching a foreign language, especially English, in a professional context. Research shows that one of the most important tasks in the process of learning English is to form the student's ability to use the language in real-world situations related to the field (Richards & Rodgers, 2001).

In particular, for the medical field, English is considered not only a means of communication, but also an important factor in scientific research, medical articles, international conferences and professional information exchange (Basturkmen, 2010; Hutchinson & Waters, 1987).

The theory of professionally oriented language teaching (ESP – English for Specific Purposes) proposes teaching a foreign language in a way that is tailored to specific professional needs, as opposed to general learning. Learning English for medicine is one of the most widespread and complex areas of ESP, as it covers a large number of medical terms, diagnostic methods and patient communication (Flowerdew & Peacock, 2001).

The following theoretical and methodological foundations were used in the selection of approaches in this article:

1. Communicative Approach – according to this approach, the focus of language teaching is on developing communicative competence (Littlewood, 1981). Especially in the medical field, this approach serves to improve the student's practical language skills by creating realistic conversations between a patient and a doctor.
2. Task-based learning – language is learned through practical activities such as using real-life tasks in language teaching, for example, conducting a conversation based on medical cases, describing symptoms of a disease, filling out a patient card, and conducting a clinical interview (Willis, 1996).
3. Lexical Approach – according to this approach, put forward by Michael Lewis (1993), the role of lexicon is more important than grammar in language learning. This approach is especially important in medical English, because the ability to use medical terms and expressions correctly and in context is the basis of the language of the specialist.
4. Use of multimodal resources – Creating a multi-channel learning environment using visual materials (anatomical drawings, diagrams), audio recordings (medical conversations), videos (process descriptions), and interactive platforms (quizzes, simulations) in the teaching process increases efficiency (Mayer, 2009).

The research approach is based on the practical-analytical method, and the following pedagogical tools and types of activities were used:

Medical lexical tasks: Students are given a list of English terms related to cardiac anatomy and heart diseases, and are asked to make sentences with them, find synonyms and antonyms, and provide explanations in English.

Development of dialogic speech: Oral speech is formed by creating conversations between a patient and a doctor, role-playing, and finding answers to questions such as "How would you diagnose?"

Terminological dictionary: Through the mini-dictionary preparation task based on each topic, independent work, interpretation, and translation skills are developed.

Problem-based learning: Students are given real or simulated medical cases and they find diagnostic and communicative solutions to these problems in English.

Teacher's reflective approach: In the process of preparing for the lesson, the teacher analyzes not only the material, but also communication with students, possible questions, and the spiritual climate of the lesson in advance. These techniques serve to develop students' skills such as independent thinking, analysis, working with lexical material, engaging in dialogue, and finding free expression in oral and written speech.

**Results.** The lessons conducted based on this methodological approach yielded the following results: students consolidated the basic terms and expressions in medical English. They mastered the forms of communication between the patient and the doctor. Students reached the level of being able to express their thoughts in English in a medical context. Through the creation of dialogues, not only lexical but also grammatical knowledge was strengthened.

The specificity of a foreign language lesson is due to the peculiarities of this academic subject, since a foreign language is a means of forming, formulating and expressing thoughts. This means that the

thought itself must be selected and constructed by the teacher himself. He should organize communication on a topic of interest to the student. We need to make the student speak on an interesting topic using the words we have proposed. So, taking into account that we are talking about students of a medical university when analyzing a particular topic medical terminology related to this topic should be used as much as possible. Suppose we are working on educational material related to cardiac anatomy and cardiac pathology. At the same time the reproduction of similar Latin terms will be a positive moment. Let's take a look at a few examples:

A sick heart, a healthy heart, a pulmonary heart, an open heart, a dry heart, an enlarged heart, inflammation of the heart muscle, cardiac arrest, heart septum, heart disease, heart rupture, heart failure, angina pectoris, supposed diagnosis.

No less important feature is the development of students communicative abilities. The teacher can offer students to compose a dialogue using already worked out lexical material. If these are again heart diseases then the dialogue should reflect the relevant questions and answers of the doctor and the patient. The following questions can be suggested:

*Have you a bad heart?*

*Are you under medical care for heart trouble?*

*Do you often experience pressure or heaviness in the heart area?*

*Do you have heart attacks?*

*How often do you have heart attacks?*

*What helps to you to control an attack?*

Does palpitation trouble you? and so on. In the doctor's questions there is a certain focus for the supposed preliminary diagnosis which makes it possible to come to a conclusion, for example:

- I suspect that you have ischemic heart disease, but you will have to make ECG to confirm the diagnosis. For the correct making up a dialogue it is necessary not only to master the lexical material, but also to know the specific symptoms characterizing a certain disease. Work on dialogues makes it possible to revise and firmly assimilate vocabulary, be able to ask general, special and other types of questions, using complex grammatical structures and speech patterns. It is necessary to involve as many students as possible in the conversation using pre-planned language material.

Students can be offered to make a short explanatory dictionary, i.e. Explain in English what these terms and names mean, for example such as: heart, blood, atrium, ventricle, blood circulation, erythrocytes, leucocytes, cardiovascular system and so on. The friendly tone of the teacher creates working contact with students, sets them up for communication.

**Discussion.** Making the subject interesting for the student in the lesson, adapting it to their professional needs, significantly increases the quality of the lesson. Using medical terms in English increases their confidence in professional English and allows them to use international medical information. The teacher is seen not only as a provider of knowledge, but also as a leader who encourages the student to think analytically and forms motivation. Quick decision-making, adaptation to unexpected situations in the lesson are important aspects of pedagogical skills.

Learning a foreign language involves both multiple revision of language material and introduction of something new. But the lesson is held not in order to pass some questions of the program but to form certain intellectual, moral, volitional and other personality qualities on the material of the program questions. The teacher must stimulate cognitive activity and interests, not to punish for non-compliance with the requirements but organize the activity of students so that these requirements become internal motivations of the students themselves.

The central component of each lesson is the organization of cognitive of students, namely thinking and imagination. On the basis of these two processes knowledge and intellectual skills are formed. The success of training also depends on the individual psychological characteristic of students. This

may include the assimilation of educational material, intellectual activity, communication ability. But the lesson is also the process of pedagogical activity of the teacher who must be aware of himself as a person responsible for the upbringing and training of other people, understanding the social significance of their work, the teacher is guided by such motives as:

the opportunity to study a favourite subject, interest in the profession of intellectual work, etc. A very important point in the teacher's activity is the preparation for the lesson. The teacher should carefully analyze everything related to the upcoming lesson. "Ex nihilo nihil fit" (Lat.) – nothing will come out of nothing – say the ancients. It is well known that teaching depends on what is taught and who is taught.

Consideration of these factors should ensure a good quality of the lesson. Pedagogical work makes serious demand on the personality of the teacher, on his pedagogical abilities. For a foreign language teacher the most valuable qualities are communicative qualities that ensure good contact with the group and a positive background in the team. The effectiveness of the lesson is largely determined by careful preparation for it. Sometimes unexpected situations may occur during the lesson. In these cases the success of the lesson may depend on the teacher's quick reaction, on his ability to analyze the situation, navigate it, flexibly changing the course of the lesson. Professional and pedagogical skill of the teacher implies the ability to make the right decision in rather difficult and unpredictable situations in conditions of lack of time. So "Usus est optimus magister" (Lat.) – Experience is the best teacher.

One of the tasks of the teacher is to form a deep understanding among students that conscientious work excellent study is not only a duty but also responsibility of every young person. In our classes we not only teach students the language but also teach them to learn and cultivate their diligence.

We know that "Labor omnia vincit" – work conquers everything. So we teach students to work hard and patiently, to acquire knowledge. In order to acquire one needs to strengthen memory by memorizing medical terminology in English. Poorly acquired is quickly forgotten. i.e. knowledge that is not learned firmly is quickly forgotten. Consolidation of knowledge is greatly helped by various exercises, well-designed homework, etc. To achieve the goal to become a good doctor you need to mobilize all your will, to overcome all difficulties. Knowledge of medical English will enable future doctors to get acquainted with scientific discoveries in medicine and moreover, communicate with doctors around the world.

**Conclusion.** In conclusion, the success of teaching medical English depends on the content of the lesson, the methodological approach, and the professional and personal potential of the teacher. The lesson should not only be a means of mastering program questions, but also a means of forming personal qualities, thinking and moral values. Mastering medical knowledge through English not only expands professional training, but also the possibilities of international communication. This will help the future doctor to be knowledgeable and competitive.

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