



**IMPROVING ENGLISH SPEAKING SKILL OF MEDICAL STUDENTS
USING THE KNOWLEDGE OF TREE METHODS**

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ABSTRACT	KEYWORDS
<p>Learning language is a sphere that has tremendous challenges especially dealing with the each skill. English is one of the main component of the modern education in order to be aware of the new researches and techniques at the same time to share the information that an individual made. There will below highlights the essences of the oral component to medical students. The aim of the paper is teaching medical terms with the using and reaching speaking skill in C1 level with fluency and coherence with the help of using new speaking method in the higher educations.</p>	<p>Communicative competence, integration of medicine, the tree of knowledge, EFL/ESL, medical lexicology, audio dialogues.</p>

Introduction

It is of major significance in these days the utilizing and usage of advanced dialects instructing strategies due to globalization and the quick development of specialized communication. Having great English communication abilities does not as it were infer the information of the proficient dialect but moreover it can encourage common understanding and participation inside the worldwide world. The English educating learning handle based on the learners' dialect purposes and needs has driven to the improvement of so-called English for masters or English for Particular Purposes (ESP). Nowadays students have different backstage and levels of English language due to these modern trends of internet communication. Students also have various and multiple ideas in their minds about using English language in their future profession as doctors of general practice. And when teacher starts to teach in the classroom, students expect from teacher how to learn, to work with the received information from outside such as Internet resources and social media in their future profession. These days, numerous instructors concur that understudies ought to learn to talk a moment dialect through association and communicating with others. It is nearly inconceivable to ace the communicative competence without securing other moment dialect aptitudes such as rectify elocution, linguistic use rules, lexicon, comprehension and familiarity. But, shockingly, nowadays understudies pay less consideration to these aptitudes as they consider the capacity to form themselves express earlier to the truth how this activity was created. And however, it's a feel sorry for saying, that students pay consideration to the ultimate result (in this case mastery of communication competence) and discover it more critical than the proper advance of this exceptionally handle of learning. Understudies can compose, examined, learn language structure, or tune in exclusively but they cannot talk by themselves, so educating

talking needs more thought. This exceptionally request of knowing how to communicate is regularly decided by students' wish to execute their information encourage in their occupations or social lives.

LITERATURE REVIEW

English teachers should be creative while managing their teaching/ learning process. A continuous effective process may be done to include the proper atmosphere in order to improve the students speaking skill, giving attention to the speaking components and make the English lesson more exiting. For this reason, the English teacher should apply only appropriate and effective methods and techniques of teaching communication skills.

During the course students study basic grammar, medical lexicology, listen to audio dialogues of doctor and patient, write down thesis paper in English on their future medical specification on the third course. Medical textbooks, guide-books, encyclopedias, research and professional articles in PDF format as the irreplaceable tools can be found out in many medical research web sites. The presentation papers that are submitted at the end of each year has multiple functions such as searching information in Internet resources, writing this material without mistakes, and last one, orally speaking presentation paper, working out pronunciation and orator skills. But the main focus of such presentation papers is medical topic, which the student chooses. The study of translation usually includes the analysis of key texts, enabling students to develop an awareness of the problems of understanding and interpretation. It also involves the development of the analytical, practical, evaluative, aesthetic, and expository skills required to address translation problems. Finally, it includes the development of research skills, practical translation skills, and the ability to develop strategies for managing complex linguistic and cultural transactions. Here we can see integration of medicine and study of English language, establishment of correlation with the passed materials that have been studied during each year with the following text-books of following authors: A.M. Maslova, Z.I. Wainstein, L.S. Plebeyskaya, L.U.Khojayeva L.U., Arziyeva D.T. and others [12,13]. Because of the function of transmission of the text and words form above-mentioned text-books to the graphic organizers, team and role-pay games in the classroom, interactive learning can make the teaching process more direct, active, rapid and convenient so that it can be widely used in non-lingual universities by English teachers and become more and more popular among students.

METHODOLOGY

Speaking is considered a crucial skill in order to express the speaker's intentions and effective oral communication results in getting success in various fields. Therefore, the learners have to get mastery over speaking skills. According to Cora and Knight (2000), "Speaking is a crucial part of second language learning and teaching which involves producing, receiving and processing information". Furthermore, Cheng (2007: 99) states, "Effective communication takes more than the ability to talk. It likewise includes the use of one's mental capacities in the choice of words and the ability to make other person understand what one is saying and vice versa". Also, Brown and Yuke (1983) assert, "Speaking is the skill that the students will be judged upon most in real life situations". Therefore, the teachers of English should adopt novel approaches and techniques to teach speaking skills in the EFL/ESL classrooms in order to prepare the learners proficient in speaking English.

In the lesson there will be different types of reading topics and speaking cue card that is based on the same meaning. After we have discussed any medical topic in interactive way and found some new

medical terms to the given theme word or word combination, we did reading of the theme text for about five-ten minutes (this time duration reaped the results we were looking for). Using the terms that are found in the passage will be transferred to “the tree of knowledge” with the help of the unknown or new terms turn by turn students will make a conversation using the role-play method even students can make a little play. Of course, medical students may encounter various psychological problems in the process of learning English. They may avoid discussions in English because they do not have sufficient knowledge. In this case, the teacher's task is to encourage lively conversation by creating a warm and friendly atmosphere in the classroom. On the other hand, teachers should avoid spoon-feeding medical students, because one of the main tasks of the educational process is to develop independent self-confident students. Teachers need to take into account all such problematic situations and make the process of learning English effective and useful.



“Tree of knowledge”

Tree of knowledge will be the kinesthetic material during the class students should make a conversation as it given below, in addition, they have to express grammar rule correctly in the oral version.

For example: Two random students will be chosen and asked them to stand in the middle. On the teacher's desk there will be prepared cue cards and under the cue cards various conditions will be written. Imagine students chose to talk about doctor and patient conversation.

Doctor: Hi, Dilshoda. What brings you today?
*Patient: My **back** hurts.*
Doctor: All right. Where does it hurt exactly?
*Patient: it's just the small of my **back**.*
*Doctor: Any pain near the **shoulder blades** or **neck**?*
Patient: No, that part doesn't hurt
Doctor: I see. Do it only hurt when you bend over?
Patient: No, it hurts when I wake up in the morning too.
Doctor: Okay, I'll take a look and see what I can find.

This method will be continued until the last word used. Also students will be changed the roles with other. Each of the words that used before cannot be expressed.

Teaching English can be a challenge and ESP can be even more challenging, however it is always important to remember that students will normally have a basic understanding of the English language when they are firstly at classes. When teaching English for specific purposes for medical professionals, it is worth remembering that there are a lot of specific jargons that apply only to their field. Along with vocabulary lists, teacher will need to involve them in roleplaying exercises to encourage them to use their language skills. Some of the main things that nurses, doctors, and other medical professionals will need to know are the names of the parts of the human body, medical supplies, and visiting hours (identifying family members).

CONCLUSION

In this paper, the main focus has been laid on the novel approaches for teaching speaking skills in EFL/ESL classrooms. For this purpose, first of all, the importance of English in the modern world has been briefly given. Then the importance of language skills has been discussed elaborately and the purpose of teaching skills has been presented systematically. After that, the activities that are involved before practising speaking skills have been brought out. This study work presents how modern teaching methodology may help develop communication skills within medical classes. CLT aims to facilitate the process of ESL teaching from the perspective of medicine as well as describing the opportunities of students to integrate the acquired knowledge into specialized meaningful messages that will assist in developing interpersonal communication skills in real life circumstances.

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