

**ТИББИЁТ ТАЛАБАЛАРГА ИНГЛИЗ ТИЛИНИ УРГАТИШ УЧУН АХАМИЯТЛИ
МАСЛАХАТЛАР**

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Хулоса. Еҳтиёжлар таҳлили аниқ мақсадлар учун инглиз тилининг тамал тоши ҳисобланади (ЕСП). Еҳтиёжлар таҳлили тушунчаси ўн йиллар давомида турлича бўлган. ЕСПНИНГ дастлабки босқичларида (1960-йиллар ва 1970-йиллар бошида) еҳтиёжлар таҳлили ўқувчиларнинг коммуникатив еҳтиёжларини ва аниқ ўқув мақсадларига еришиш методларини баҳолашдан иборат бўлди. Бугунги кунда еҳтиёжларни таҳлил қилиш вазифалари анча мураккаб: ўрганувчилар ҳақида маълумот тўплаш ва Еспни ўрганишнинг мақсадли ҳолати ва муҳитини белгилашга қаратилган.

Калит сўзлар: инглиз тили; тиббиёт; еҳтиёжлар; компетенция; ЕМП;ЕСП.

**ОЦЕНКА ПОТРЕБНОСТЕЙ ОБУЧАЮЩИХСЯ В ИЗУЧЕНИИ МЕДИЦИНСКОГО
АНГЛИЙСКОГО ЯЗЫКА**

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Абстрактный. Анализ потребностей считается краеугольным камнем английского языка для конкретных целей (ESP). Концепция анализа потребностей менялась на протяжении десятилетий. На начальных этапах ESP(1960-е и начало 1970-х годов) анализ потребностей состоял в оценке коммуникативных потребностей учащихся и методов достижения конкретных целей обучения. В настоящее время задачи анализа потребностей гораздо сложнее: он направлен на сбор информации об обучающихся и определение целевой ситуации и среды изучения ESP.

Ключевые слова: английский язык; медицина; потребности; компетентность; EMP;ESP.

NEEDS ANALYSIS IN TEACHING MEDICAL ENGLISH

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Abstract. Needs analysis is considered the cornerstone of English for Specific Purposes (ESP). The concept of Needs analysis has been different along the decades. At the initial stages of ESP(the 1960s and early 1970s), needs analysis consisted in assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives. Nowadays, the tasks of needs analysis is much more complex: it aims at collecting information about the learners and at defining the target situation and environment of studying ESP.

Key words: English; medicine; needs; competence; EMP;ESP.

When we say “Medical English “we mean English language for specific (medical) professionals . When teaching it we work with specific learners ,with specific needs to learn the language so the question of those NEEDS analysis is the cornerstone of the thesis. The concept of Needs analysis has been different along the years that consisted in assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives. Nowadays, the tasks of needs analysis is much more complex: it aims at collecting information about the learners and at defining the target situation and environment of studying specific language, for example medical one.

Medical English is highly technical and contextually based on some situation . In workplace doctors use technical and academic language so, they hardly focus on proper sentence structure. That’s why we concentrate the grammar in its contextual approach.

Medical English is the advanced English, thus it cannot be taught as the same method of fundamental English language teaching.[1]

The aim of EMP (English for medical Purposes) learning is not to learn primary grammar and structure but to learn use of language for social and career relations .EMP courses should be designed accordingly to learner's needs and purposes : who the medical learners can be and what their purposes are . Though, English language course should enhance the communicative effectiveness of EMP learners. It is based on instructional methodologies like content-based and problem-based learning.

For the purpose of real life communication in classroom we use GTM, CLT, CLIL, ALM, TPR which are found to be effective in developing linguistic, socio-linguistic , pragmatic and strategic competences in students :

Linguistic competence: Black box, Odd 1 out , Find someone who, Fill in gaps , True-False, Categorizing, Tic-Tac-Toe, Line-up, Mind mapping, Bingo game, Making charts, Venn's diagram, Brainstorming, Hot potato, etc.

Socio-linguistic competence: Listening to a true story, a conversation , Reading a story, ads, writing letters, Case study Problem recognition, Role plays, watching a video ,etc. Pragmatic competence: Role play, watching a video, listening to a conversation, reading a story or lines from conversations ,etc.

Strategic competence: Miming, Say in one word ,Giving definitions , Descriptions. etc. Working with such kind of technologies you make your classes more student –centered , so more effective .[2,3]

Traditional methods like grammar translation method and vocabulary teaching method have also been used. The curriculum of medical English course should be based on medical English rather than rules and structure of English language.

Doctors use English when writing letters or articles , speaking at the conferences or on the phone or to the patient taking a history , examining a patient .Medical students gather a large amount of medical knowledge and skills in their medical education. The purpose of learning English at this level is for the use of language in their medical studies .[4]

Bringing authentic materials into classrooms is important because they provide exposure to real-world language use. Since the language classroom is intended as the preparation for survival in the real world, the purpose of the learning should be the same as they are in a real life. One way to simulate the real world in the classroom has been to use authentic materials to expose students to the language. Exposure will help them to acquire an effective competence and to eliminate the barrier between the classroom knowledge and their participation in the real world. [5]For this purpose role-plays, mingle activities simulations are very popular in our classes. To sum up the main idea of the thesis we would like to generalize the role of needs analysis, particularly in EMP classes in Medical universities of Uzbekistan . It is proved by the experience that students learn more in classrooms with highly dedicated and motivated both teachers and students.

Among positive parameters promoting success in learning languages, the most essential one is teachers' awareness of **learners' wants**. Therefore, student's needs analysis is like a bridge to successful learning. By performing a critical needs analysis, teachers should discover learners' personal expectations about the course so that to predict whether the course suits his or her future professional aspects (skills) for example in medicine : talking to the patient , making presentations at international conferences , writing an article or a medical history of the patient, talking on the phone.

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