

# Motivational support for the study of English language by medical students

Dilafroz Buranova<sup>1,\*</sup>

<sup>1</sup>Tashkent Pediatric Medical Institute, 223, Bogishamol Str., 100140, Tashkent, Uzbekistan

**Abstract.** The given study focuses attention on the essence of creating a motivational environment while the teaching of English language for medical students as well as the improvement of modern methods and skills and their effective use. Besides, the influence of motivation on the successful acquisition of English, the impact of the most frequent motivational moments on medical students are analyzed. Some effective methods are proposed to create favorable conditions for students to learn the language, achieve effective results, and self-government in this regard. The development of motivational forms aimed at improving knowledge and skills of English in the training of personnel for the medical field is interpreted as much as possible in the organization of study strategies and effective curricula.

## 1 Introduction

The process of teaching English requires a special attitude and requirements for specialists of medical field. It is natural that different situations and some problematic situations arise, such as the capabilities and requirements of the audience. Each learner relies on his own potential and knowledge, and the ability to learn foreign languages is diverse for any person. In mastering the English language for the medical students, the teacher formulates his attitude towards the learners, taking into account their psychological and mental condition, focusing on such situations, as ability of learners to understand, motivation and adaptively ability, vital experience and knowledge. Reforms in the field of higher education in the country pose new challenges, in particular, the Decree of the President of the Republic of Uzbekistan: “On Measures to Further Improve Foreign Language Learning System” № 1875 (December 10, 2012); Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan “On Measures to Further Improve the System of Retraining and Advanced Training of Teaching Staff of Higher Educational Institutions” № 278 (September 26, 2012) and “On the Approval of the State Educational Standard for Foreign Languages of the System of Continuing Education” № 124 (May 8, 2013) especially apply to the demand for personnel who have mastered foreign languages and are able to use new skills and mobility. This puts up with urgent tasks for higher education, such as good knowledge of English by specialists of the medical field. For this purpose, it is necessary to

---

\* Corresponding author: [d.buranova5@gmail.com](mailto:d.buranova5@gmail.com)

achieve a strong desire to the development of the process of training qualified and competitive specialists.

According to some studies, there are certain differences when learning English by non-native speakers. The question arises whether there are differences in motivation between English and the native language in learning, consequently, what differences happen, which variables also affect self-regulation in the native and English languages [1]. E. W. Brewer found that a teacher's personal qualities were more important in motivating students to continue attending class than were teaching methods and classroom management practices [2]. R. L. Oxford believes, that with the correct use of language learning strategies, there is an improvement in the overall level of foreign language proficiency, with the theoretical basis being built first, and then preparatory work which is carried out as a start for conducting English classes [3]. T. L. Seifert describes several theories of motivation, in which he considers that emotions and beliefs cause various behaviors, such as striving for mastery, avoiding failure, acquired helplessness, and passive aggression. The author comes to conclusions that are aimed at creating conditions in the classroom that promote the development of a sense of autonomy, competence and meaning as catalysts for the development of adaptive and constructive learning [4]. The process of language learning is compulsory in order for the students not only to have personal needs, but also to be formed due to socio-economic and political needs of the country, to ensure the full harmony of the interests in it. Teaching of English as an integral component of educational policy and an essential element of the potential of human resources in the society. Today's process of globalization has its impact on any activity. In our country, as it stands, great changes take place day by day, and our own laws are being integrated into our lives at mobile speed. The style of international cooperation and negotiations has changed. And the inability to negotiate in foreign languages leads to significant limitations and loss of opportunities. Doctors, scientists and the other specialists in the field of medicine today are expected to be directly aware of the world's reality, as well as the ability to receive information from the first hand. A specialist who has not sufficiently mastered foreign languages, who can not speak English at least within the framework of the specialty, feels uncomfortable during the negotiation process. On the basis of the progress and achievements of global science and technology, the studying of the advanced experience of world's education system and implementation of advanced experience with the attention to national and universal values is an important factor in the training of competitive personnel. Some studies confirm the direct link between language policy and education, as well as the specific role of languages in the curriculum, and the essential ability of languages in promoting a particular area of society's development [5]. The importance of language education in the period of globalization contributes to the development of many areas of socio-economic development, so the relevance of language learning is recognized as an important stage in the formation of the society [6].

## 2 Theoretical background

Modern scientific investigations suggest that motivation is often difficult to define. At the same time, it is supposed that the motivation of students implies both positive and negative side, depending on the strategy of stimulating motivation [7]. P. R. Pintrich, developing a motivational scientific perspective on student motivation in educational and pedagogical contexts, offers the following seven questions: "(1) What do students want? (2) What motivates students in classrooms (3) How do students get what they want? (4) Do students know what they want or what motivates them? (5) How does motivation lead to cognition and cognition to motivation? (6) How does motivation change and develop? and (7) What

is the role of context and culture?" and at the same time, the scientist considers each of the issues from the point of view of current knowledge requirements and future research directions in the field of motivational science [8]. Despite the generally accepted view that success or failure in learning a language depends more on motivation, and in this context motivation is analyzed as a driving force in learning a language, some studies suggest that motivation may not always be strongly associated with learning success [9]. Nevertheless, when developing and implementing the necessary methods of motivation to learn English language, it is possible, first of all, to give a set of desires and aspirations associated with the concept of "achievements". It is advisable to develop methods of motivation based on the need of a person to feel their position, adequacy, competence, to have feelings of self-confidence, independence and freedom. The theory of psychological motivation and its role in learning as a second language is explored by Yameng Zhang, paying attention to the influence of external influences on the learner. The scientist also explores the inspiration of the theory of motivation in learning language, so that teachers can get high learning outcomes [10]. It is also assumed that there is a positive relationship between motivation and self-esteem of students, and the presence of appropriate motivation is definitely an important factor in the success of the study [11].

There are different concepts of motivation, someone defines it as "the reasons underlying behavior" [12], others interpret that it is "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; the learning of challenging, difficult, and novel tasks" [13]. J. Turner defines motivation as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring" [14]. Cambridge Advanced Learner's Dictionary defines "motivation" as the following: "willingness to do something, or something that causes such willingness; enthusiasm for doing something" [15]. We can assume that motivation is a kind of force that encourages a certain action and an intended goal. Language acquisition is a specific process that requires the creation of the necessary motivational environment for the learner. All this manifests itself in the form of educational motivation, that can be described based on a number of specific criteria:

- specific character and ability of the learner;
- teacher's qualifications and potential;
- issues of organization of the educational process;
- specificity of the foreign language.

As the study of English language becomes a real nowadays demand for today's specialists of medicine, according to our observations in the process of working with students, we assumed the motivational reasons, to be important (figure 1).

It can be seen that within the framework of learning English, students identify certain motivational reasons that, in their opinion, are important for their professional activities, foreign cooperation, career growth, travel, strengthening memory, expanding horizons, obtaining a certificate for promotion in various grants and training programs, competitiveness and mobility. The present day in the teaching of English is due to the basic requirements and rules of modern methods, it is worth saying that the communicative and interactive methods used in it are widely developed and optimized with its convenience and efficiency. In the course of these lessons, lexical units as well as mathematical constructions are used by the teacher to restore the communicative situation, the main part of the lesson is focused on speaking the same students, while the teacher himself is meant to speak only to ask questions and to direct the learners correctly. K.B. Baranbaeva notes, that the main goal of teaching English language is a process consisting of a set of efforts aimed at shaping the communicative competence of a person by bringing it to a certain level and achieving perfection through the transmission of information from one person to another, the formation of the ability to choose communicative behavior that is adequate.

She interprets communicative competence as the ability to master the ability to create texts in different areas of communication, that is, to have the essence of text competence [16].



**Fig.1.** Eight motivational reasons for English language learning.

Other experts argue that the process of speaking is based on language as a type of oral activity, while this language is a facility for providing communication between speakers. The dialogue, which is one of the forms of oral speech, is interpreted as a simple type of communication that ensures that various issues are discussed together among the interlocutors, communicative competence, in turn, should be composed of objects that rely on speech, language, education, socio-cultural and educational factors [17]. Speaking about communicative competence, it is desirable to note that during English lessons the use of the native language is applied as minimum as possible. The first place in the rating of modern methods is occupied by communicative communication, this method is recognized as an excellent method of teaching English from day to day. Conversational English is especially important in the process of learning today. And the advantages of this method, based on the interaction and communication of the teacher and the student when teaching English, is really relevant [18]. Also, for students of universities whose specialty is not a foreign language, the use of such methods as working in groups, discussions, presentations in the study of the English language are the most acceptable ways in the learning of English [19]. The formation of a motivational environment in accordance with the requirements of the English language teaching methodology determines the integrity of goals and objectives.

### 3 Research questions and methods

The current state educational standards, the need to improve the curriculum and science programs, the issue of improving the quality of the educational process in the field of learning of foreign languages are the topical issues for the whole higher education. At a time when the teaching of the English language to students is steadily improving, when we talk about the importance and relevance of the pedagogical staff to master foreign

languages, everyone is aware of the importance of the activities carried out in various universities of our country in this regard. The results of the research about the interest of the owners of various specialties in the study of English showed that the motivational environment formed in the high school for the mastering of languages is of particular importance [20]. The author conducted a survey among students of I, II and III courses of Tashkent Pediatric Medical Institute on what motivations they rely on in the study of English language. Thy survey was conducted over 3 years (2018, 2019, 2020) among the same students at different stages of study. In total, 200 students participated in the survey and 12 questions which are based on various motivational reasons were asked. The students' answers to the same question at all three stages of study were different, and the following results can be presented (the data is given as a percentage for the I, II and III courses of study):

**Table 1.** Twelve motivational reasons about learning English for medical students.

	Reasons	2018	2019	2020
1.	I want to become a highly qualified specialist in the future	I-76 %, II-74%, III-85%	I-84%, II-85%, III-91%	I-90%, II-85%, III-92%
2.	My interest in English is very high	I-9 %, II-10%, III-14%	I-40 %, II- 50%, III-65%	I-45%, II-60%, III-70%
3.	I want to continue my studies abroad	I-15%, II-20%, III-35%	I-35 %, II-50%, III-55%	I-50 %, II-50%, III-50%
4.	Just because I need it	I-9 %, II-10%, III-11%	I-10%, II-10.5%, III-12%	I-11 %, II-12%, III-13%
5.	I want to travel a lot around the world	I-38%, II-40%, III-42%	I-40%, II-42%, III-43%	I-43%, II-44%, III-45%
6.	To have high incomes in the future	I-58 %, II-, 59III-60%	I-60%, II-61%, III-62%	I-61 %, II-62%, III-63%
7.	All my friends know English to keep up with them	I-5 %, II-6%, III-7%	I-6 %, II-7%, III-8%	I-7 %, II-8%, III-8%
8.	To participate in international conferences	I-23 %, II-24%, III-25%	I-24 %, II-25%, III-26%	I-25%, II-26%, III-27%
9.	To read the world's scientific literature and news in the specialty	I-20 %, II-21%, III-22%	I-21 %, II-22%, III-23%	I-24%, II-25%, III-25%
10.	I wish to be ahead of everyone in knowledge	I-29 %, II-30%, III-30%	I-30%, II-31 %, III-32%	I-31 %, II-32%, III-33%
11.	I am trying to get a certificate	I-29%, II-31 %, III-32%	I-31 %, II-32%, III-35%	I-33 %, II-34%, III-36%
12.	I guess I don't need that	I-3 %, II-4%, III-5%	I-4 %, II-5%, III-7%	I-5%, II-5%, III-6%

It should be noted that at different stages of training, students' opinions were changed, which indicates both positive and negative factors of perception of the English language in the motivational context. While studying English, it is especially important that the student perceives this process as "long and boring". Each student must accurately determine his level, desires, make a target plan, and identify goals. There are also many specialty subjects, and the lack of time for the “unimportant” subject also plays a significant role.

## 4 Discussions and results

According to the author's observations, medical students, due to their professional interests, often push the discipline on "English" to the last place. The task of an English teacher is not only the availability of professionalism and pedagogical skills, but also the ability to interest each student in the "importance" of the subject. This quality, together with professional competence, determines the effectiveness. In order to overcome the difficulties arising in this activity, it is important to identify the following effective criteria in teaching English and apply it effectively to the educational process:

1. Of great importance is the ability of the teacher to apply successful teaching methods. It is natural that the teaching of students to English differs from the teaching of schoolchildren. If pictures, songs, games for children are interesting, it is observed that the purposeful co-operation based on motivation for adults, arising from personal interests, will be effective. Students will rely on imagination and thinking in mastering the vocabulary, and prefer to learn grammar through specialty texts and information. Therefore, it is important to what extent the teaching method is presented and applied.
2. The correct determination of the form of training will improve the activity in this regard to a noticeable extent. There are several forms of teaching English for the students, who are focused in groups, individually, as well as independently, through the Internet. Each form has its own advantages and disadvantages, for example, the advantage of working in groups – in the process of learning languages together with others, remember words and phrases as a result of compiling dialogues. Such a form gives a result, especially at the first stage of study.
3. The study of languages in an individual way is significant because the teacher's entire attention is focused on the learner himself, making it possible to analyze each aspect in detail. But the learner is accustomed only to the manner of speaking of his teacher, so when applying this form of learning, it is necessary to perform additional exercises, listen to audio materials, see video materials in English and expand independent activities beyond the lesson.
4. For the study of foreign languages through the Internet, on-line courses, special computer programs, the level of motivation and self-control should be high. While it is not possible to raise the level of language learning in such readings high, it is possible to keep it to a norm. It is important not to lose the proper planning and regularity of these courses.

## 5 Conclusion

In conclusion, the quality of the English language teaching process for medical students is mainly manifested in the following forms:

1. The higher the level of language learning environment of students in medical universities, as well as pedagogical staff of specialists and experts of the field and scientists, the more the desire of the remaining personnel and students to master the languages increases.
2. The correct setting of priorities, the adaptation of professional interest to modern standards, the convenience of the environment, the high level of language proficiency of specialists – all this creates favorable conditions for the mastering the language learning, getting achievement of effective results.
3. Due to the peculiarities of the field in different universities, the methods and forms of teaching foreign languages are diverse. In this regard, the professional activity of a teacher also plays an important role. Due to the requirements of the specialty, the correct understanding and formation of the methods, the ability to present and apply

the forms of training to the desired level are important factors for the qualitative mastering of languages.

4. It is important that the medical institution of higher education creates the necessary environment and conditions for English teachers in the adoption of its motivational strategy for students to master English language, considering the specialities and peculiarities of the field, taking into account the necessary concessions, all of them are manifested in the form of a holistic educational process.

The raising the level of the knowledge of English language in medical high school and the further improvement of it is an important factor in achieving high results, especially according to the modern requirements. Focusing on this process, it is possible to list the following measures: For the medical sector, the issues of

1. Introduction of new political technologies of teaching English in medical high school.
2. Improvement of knowledge and skills of pedagogical personnel at medical high school, more consistent development of their professional development in this regard, introduction of modern methods of teaching foreign languages in cooperation with relevant ministries and departments in this regard.
3. Development of examinations, competitions, and special awards among medical specialists in the field of knowledge of the English language. As one of the main motivational methods, improve financial incentives for the teachers of English with high student performance indicators.
4. In this direction, the role of the media in organizing programs such as "round tables" for medical universities, "English for medical staff", enriching them with interactive methods.

The use of high pedagogical skills in teaching English in medical universities is the most appropriate way to achieve a fruitful and high result. The harmony and encouragement of the relationship between the teacher and student ensures the effective application of motivation strategies, the continuous analysis of the situation and the perfection of the relationship. One of the criteria for skillful training is the desire to meet the two-way needs. The proficiency of the teacher, the use of methods that motivate students to learn, interesting styles, harmony, respect and encouragement of achievements, reducing negative factors and maximum control of the situation are important and relevant.

## References

1. Y. Liu, L. Su, *Open Journal of Modern Linguistics*, **6(1)**, 25-36 (2016)
2. E.W. Brewer, D.N. Burgess, *Journal of Industrial Teacher Education*, **42(23)**, 23-47 (2005)
3. R.L. Oxford, *Language Learning Strategies in a Nutshell: Update and ESL Suggestions*. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in Language Teaching*, Cambridge: Cambridge University Press, 124-132 (2002)
4. T.L. Seifert, *Understanding student motivation. Educational Research*, **(46)2**, 137- 149 (2004)
5. D. Gorter, J. Cenoz, *Language education policy and multilingual assessment. Language and Education*, **31 (3)**, 231-248 (2017)
6. *Language Education Policy Profiles. A transversal analysis: trends and issues*. Language Policy Division, 3-5 (2009)
7. National Research Council. *Engaging schools: Fostering high school students' motivation to learn* (2004)

8. P.R. Pintrich, *Journal of Educational Psychology*, **95(4)**, 667-686 (2003)
9. C.B. Binalet, J.M. Guerra, *International Journal of Applied Linguistics & English Literature*, **3 (5)**, 251-260 (2014)
10. Y.Zhang, *Open Journal of Social Sciences*, **9 (2)**, 476-483 (2021)
11. S.C. Broussard, M.E.B. Garrison, *Family and Consumer Sciences Research Journal*, **33(2)**, 106-120 (2004)
12. F. Guay, J. Chanal, C.F. Ratelle, et al., *British Journal of Educational Psychology*, **80(4)**, 712 (2010)
13. K.B. Baranbayeva, *Bulletin of Science and Education No 3(27)*, **2**, 66, 2017
14. J. Li, *Research on interaction and communication in English teaching*. Hebei, China. *Web of Conferences 5*, 0100, 1-5 (2016)
15. J. Li, *Research on interaction and communication in English teaching*. Hebei, China. *Web of Conferences 5*, 0100, 1-5 (2016)
16. D.D. Buranova, *New methodical approach in the field of teaching English to students of medical higher education institutions* (Monographs, Tashkent, 100, 2020)



中华医学会