

THE RELEVANCE OF ENGLISH TEACHING IN MEDICINE AND THE ADVANTAGES OF AN INTEGRATED APPROACH

H.Mamatkulova

Teacher, Central Asian Medical University.
Fergana, Uzbekistan.

<https://doi.org/10.5281/zenodo.15631602>

Abstract. This article analyzes the relevance of teaching English in medicine in the 21st century and the advantages of an integrated approach. Since clinical protocols, scientific studies and treatment methods published by World Health Organizations are mainly in English, there is an increasing need for medical professionals and students to master this language perfectly. The article examines the ESP (English for Specific Purposes) approach and methods of integrating English with medical sciences, emphasizing the role of interactive teaching methods in increasing the effectiveness of education. Through integrated education, students will not only be able to correctly use medical terminology, but also understand international scientific sources, independently analyze modern treatment protocols, and effectively communicate with foreign colleagues. Thus, teaching English in the medical field plays an important role in training high-quality medical personnel and increasing the prestige of the healthcare system in the international arena.

Keywords: English in medicine, integrated approach, ESP, medical terminology, interactive teaching, clinical protocols, professional English, international communication, qualified medical personnel.

In the 21st century, the medical field is rapidly developing and its global integration is increasing. In such conditions, mastering the English language has become an integral part of not only personal but also professional development for healthcare workers. Today, most of the clinical protocols, scientific studies, treatment recommendations and information about modern technologies published by leading international organizations such as the World Health Organization (WHO), the US Centers for Disease Control and Prevention (CDC), and the UK National Health Service (NHS) are in English, and their full understanding and implementation in practice is one of the important tasks for medical professionals.

The process of teaching English in the medical field has become an independent and specialized direction, especially due to the complex and specific vocabulary and terminology of the field. **ESP (English for Specific Purposes)** — professional English language education allows students to not only improve their language skills, but also combine them with practical medical



skills. For example, students learn to talk to patients in English, identify symptoms, take medical histories, analyze laboratory results, and develop treatment plans. These skills are used regularly in professional activities and strengthen students not only in language skills, but also in professional knowledge.

Integrated approach — that is, combining medical sciences and English language teaching - makes the educational process effective and meaningful. For example, when teaching anatomy, English terms are covered, and theoretical knowledge learned in physiology and pharmacology is applied to practice in English. Clinical cases are analyzed in English, and students conduct professional communication in this language. Through this method, students learn to use the language not only grammatically, but also in a medical context, which is important in preparing them for international medical exams. For example, tests such as OET (Occupational English Test) are designed to assess this kind of professional English.

In addition, the use of interactive methods in the educational process (for example, medical simulations in English, clinical videos, virtual hospital environments, dialogic exercises, situational role-playing games, and problem-based learning — PBL) increases students' interest in learning. Through these methods, students not only master the language, but also develop skills such as medical thinking, professional problem solving, analytical approach development, and rapid decision-making. At the same time, this approach provides students with the skills to work collaboratively, actively participate in professional teams, and use modern technologies.

The results of integrated English language teaching in the medical field are as follows:

- Students will be able to read international scientific and clinical sources directly, that is, acquire knowledge at a level that they fully understand, not through translation.
- Will be able to master modern medical terminology and apply it correctly and accurately in practice.
- Will have the opportunity to independently study and analyze innovative treatment protocols.
- Will use English effectively in professional activities, such as conducting scientific research, writing articles, giving lectures at conferences and making presentations.



- Will have the opportunity to communicate and collaborate professionally with colleagues in the international medical community.

Thus, the effective integration of English into medical education is an important factor in the preparation of modern, highly qualified and competitive medical personnel. Along with improving the quality of education, this approach will also strengthen the international prestige of the country's healthcare system, bringing the quality of medical services to a new level. In the future, the need to introduce advanced methodologies in this area, widely apply modern pedagogical technologies, and encourage students to continuously improve their skills will remain relevant.

References:

1. Dudley-Evans, T., & St John, M. J. (1998). Developing Courses in English for Specific Purposes. Cambridge University Press.
2. Hutchinson, T., & Waters, A. (1987). English for Specific Purposes: A Learning-centred Approach. Cambridge University Press.
3. Hyland, K. (2006). English for Academic Purposes: An Advanced Resource Book. Routledge.
4. World Health Organization. (2023). WHO Guidelines on Clinical Practice. Retrieved from <https://www.who.int>
5. Occupational English Test (OET). (2024). Official Preparation Materials. OET Ltd.
6. Basturkmen, H. (2010). Developing Courses in English for Specific Purposes. Palgrave Macmillan.
7. Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge University Press.
8. Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.
9. Swales, J. M., & Feak, C. B. (2012). Academic Writing for Graduate Students: Essential Tasks and Skills. University of Michigan Press.
10. Centers for Disease Control and Prevention (CDC). (2023). Guidelines for Disease Control. Retrieved from <https://www.cdc.gov>

