

SOME SHINING STRATEGIES FOR ESL TEACHERS TO GET MEDICAL STUDENTS SPEAKING

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Abstract: the article discusses several strategies for ESL teachers to get students to speak and how to organise the interactive lessons. For most teachers who work in ESL in medical line, and the first language is not. English communication with colleagues at international conferences or when working abroad does not pose a great problem, as the medical language used is fairly universal. Now they need to open their mouths and let the magic happen—to actually start speaking, communicating and making the language their own. This will help them in their language improvement more than anything else.

Keywords: Grammar drills, pair work plus feedback, confidence, dominate.

НЕКОТОРЫЕ СТРАТЕГИИ ДЛЯ УЧИТЕЛЕЙ ESL, ЧТОБЫ НАУЧИТЬ РАЗГОВОРНОМУ ЯЗЫКУ СТУДЕНТОВ-МЕДИКОВ

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Аннотация: в статье обсуждаются несколько стратегий для учителей ESL, чтобы заставить учащихся говорить и как организовать интерактивные уроки. Для большинства учителей, которые работают в ESL в медицинской области, английское общение с коллегами на международных конференциях или при работе за границей не представляет большой проблемы, поскольку используемый медицинский язык является достаточно универсальным. Теперь им нужно фактически начать говорить, общаться и делать язык своим. Это поможет им в улучшении их языка больше, чем что-либо еще.

Ключевые слова: тренировки грамматики, работа пары плюс обратная связь, уверенность, доминируют.

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For most teachers who work in ESL in medical line, and the first language is not English communication with colleagues at international conferences or when working abroad does not pose a great problem, as the medical language used is fairly universal [1]. However, when faced with English-speaking patients in the consulting room different vocabulary and language is required.

A strategy that actually gets students to chat more is pretty much the holy grail. It can be a serious challenge. Grammar drills, book exercises, flashcards and other quiet, traditional methods are useful but can only get your students so far.

Now they need to open their mouths and let the magic happen—to actually start speaking, communicating and making the language their own [2].

But why won't they?

In this article we will try to give some experience to work into all lessons to get those shy, mute observers transforming into confident chatterboxes before each eyes! Every one makes a difference.

This involves simple tricks and techniques to weave into each lesson and every activity for maximum student feel confidence and speak.

Pair Work Plus Feedback

Whatever is terrifying alone becomes much less daunting in a pair.

First, there is less of the spotlight, because teachers and the rest of the class are not watching every person's interactions. Everyone also has someone dedicated to giving them support, encouragement and direct feedback.

So, when the teacher have got a conversation topic ones would like their students to tackle, start with pair work.

Get students to debate all questions or topics in pairs first. Not for long, just a few minutes. Then have them share the results of their conversation with the whole group and build discussion on that. The magic is that, when a teacher ask them in front of the whole class, they are already prepared. They do not have to think something up on the spot and they are not totally responsible for what they say, since it is the result of a joint effort. This takes away the sting of failure and the fear of speaking up.

Let's see how this plays out in the classroom, given a specific topic.

For example, if the topic is family, then hand out a worksheet or project onto the board a list of introductory questions about family first. This can range from "What is your first memory?" to "What are the best parenting methods?" or even "Is it ethical to spank your children?" depending on what your students are ready for [2, 4].

Wander around between the pairs to interact, listen, question or correct, wherever you are needed. This is a lovely learning environment for the students because it feels informal and they can ask questions they might otherwise fear to when all eyes and ears are on them. They get to know and trust their peers better. And they get to talk to one on a more personal level. Just this alone puts them more at ease.

Once they have had ample time to talk with their partners—and with one if needed—write up the various answers on the board for further group discussion. A teacher can either have students call out answers while a teacher write or can have them all scramble up to the board and write things down. Note interesting themes.

Everyone is now warmed up, has plenty to say and feels part of a group process.

One can see the difference between starting the lesson with "So, someone, tell me about your family?" (Cue terrified silence and rest of class trying to hide behind their seats to avoid being asked next.).

Warm up

Making it fun gets students involved!

Have an attractive "starter" for each lesson, a fun video or song to listen to and then gap-fill missing words. This makes the conversation topic interesting for the students and starts them making associations and discussion points. You would be amazed at the power and motivation a simple 5-minute introduction can bring to the whole 90 minutes.

Traditional discussion work from a textbook can be good too. It may be comforting for students who like a classical approach to study, but try and spice it up with extras and ideas of one's own [3].

Preparation Tasks for Homework

Similar to pair work, getting students to do the groundwork *before* the main discussion begins is a great way to ensure they have plenty to say and the guts to say it!

We often give our students a topic and some short introductory reading. They then have to prepare specific answers to questions.

More generally, a teacher can get them to find issues in the news that interest them for homework. Just make sure tell them exactly what the teacher want (e.g. five facts, a brief history). It is vital they bring something concrete to throw into the class discussion. Again, this will be presented after preparation is complete, so students are well prepared and not put on the spot.

Get students to provide the content! It will then be much easier to encourage them to tear into it and get talking!

Build Confidence

While students want to improve, many have survived schooling systems where they were punished for every small error.

Create an adult environment where speaking is encouraged and mistakes are valued stepping stones towards improvement. Reframe mistakes rather than correcting them. Repeat and affirm what they say in correct English, within the flow of conversation.

Kindle the Fire

Finally, do not expect the fire of conversation to erupt where someone wants or expects it to.

Every teacher cannot "make" students talk.

Learn to plan speaking sessions as a series of activities and opportunities carefully prepared to provide the sparks of discussion. This job is to prepare the ground and then if discussion does kindle, fan the flames, take a step back and let it develop. Each student will be thankful for providing the space to make this possible [2].

Good luck in this way!

Remember what a gift a teacher is giving students by setting them free to talk without fear of failure. This will help them in their language improvement more than anything else.

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