



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS

MEDICAL ENGLISH ESP COURSE THESIS

Dinora Toshpo'latova

Works at Uzbekistan State World Languages University

This research undertakes the comprehensive design, justification, and proposed evaluation of a Medical English for Specific Purposes (ESP) course meticulously tailored to address the distinct linguistic, communicative, and professional exigencies of healthcare professionals operating within Uzbekistan's evolving healthcare landscape. Recognizing the increasing imperative for English language proficiency in facilitating effective intercultural communication, ensuring patient safety, and enabling access to global medical advancements, this project is anchored in a robust needs analysis. This analysis employs a mixed-methods approach, integrating quantitative data derived from questionnaires distributed among diverse healthcare practitioners (doctors, nurses, medical students, and allied health professionals) with qualitative insights garnered from stakeholder interviews involving hospital administrators and senior medical staff, direct observation of professional interactions within clinical settings, rigorous analysis of authentic medical documentation to identify recurrent linguistic patterns and challenges, and standardized language proficiency assessments to gauge current English competence levels.

The proposed curriculum, structured around problem-based learning principles to foster authentic engagement with real-world medical scenarios, draws upon established ESP frameworks and pedagogical models, notably adapting communicative strategies from Nickerson's "Tourism and Hospitality English" to enhance patient interaction skills and incorporating Dudley-Evans' emphasis on technical precision and documentation from "Engineering English" to cultivate accurate medical reporting. The course design encompasses five thematic modules: an introduction to fundamental medical English, focused training in patient interaction and consultation techniques, explicit instruction in medical documentation practices, the application of knowledge through case study analysis, and exploration of advanced medical topics and research methodologies.

Evaluation of the course's effectiveness will be conducted through a mixed-methods assessment strategy, integrating diagnostic assessments to establish baseline proficiency, formative assessments to provide ongoing feedback and monitor progress, summative assessments to measure overall learning outcomes, and informal assessments, including classroom observations and learner journals, to capture holistic development. This research ultimately seeks to contribute a replicable and adaptable framework for ESP curriculum development within the specialized context of medical education in multilingual environments, with the overarching goal of enhancing healthcare communication, promoting patient safety, and fostering the professional advancement of healthcare providers in Uzbekistan.

