

## IMPROVING THE METHODOLOGY FOR DEVELOPING PRAGMATIC COMPETENCE IN TEACHING ENGLISH TO MEDICAL STUDENTS

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### Abstract

This article analyzes the issues of forming and developing pragmatic competence in the process of English language education among medical students. The author outlines the theoretical foundations of pragmatic competence, existing problems and methodological solutions. According to the results of the study, it was proven that when using a communicative approach, tasks based on empathy, cross-cultural comparison and innovative technologies, positive changes were observed in the speech activity of students.

**Keywords:** Pragmatic competence, medical students, English, empathy, communicative methodology, intercultural communication.

### Introduction

Nowadays, teaching and learning foreign languages is one of the most important aim and opportunities and great attentions have been given for that in our country. On December 10, 2012, the Presidential Decree “On measures to further improve the system of teaching foreign languages” expanded the opportunities for learning foreign languages. In our republic, new methods and requirements for foreign language teaching and assessment of knowledge and skills of foreign language teachers have been developed in accordance with the recommendations of European countries (CEFR, IELTS, PIRLS, PISA). According to it, textbooks and educational materials are being created for students of general education schools and vocational colleges.

The demand for learning a foreign language is increasing day by day. Foreign language science is divided into four aspects (reading, age, listening comprehension and speaking), and separate concepts, skills and skills are given for each of them. Educational technologies mean effective use of modern information technologies in the educational process. It is also intended to increase the quality and efficiency

of education by introducing modern innovative technologies into the educational process. In particular, there are several advantages of using such information and communication technologies in learning a foreign language.

Currently, the role of the modern approach in language learning and teaching is incomparable. In the context of globalization, English has become an important tool for international communication, scientific research and professional dialogue in the field of medicine. The ability of future doctors to communicate effectively in English depends not only on linguistic knowledge, but also on pragmatic competence. According to the theory of “communicative



competence” put forward by D. Hymes (1972), for effective communication, grammatical knowledge is not enough, but also the ability to use language correctly in a socio-contextual situation is necessary. For medical students, this requires, first of all, empathy in communication with patients, the ability to communicate clearly and diplomatically with colleagues, and the ability to express scientific discourse fluently at international conferences.

### Methodology

This article used observation, questionnaire and experimental (experimental) methods. The study was conducted at the Termez branch of the Tashkent state medical university, and a total of 72 first-year students actively participated in the experimental process.

The study was based on the following methods:

1. Theoretical analysis - the scientific foundations of the concept of pragmatic competence were clarified through the study of linguistic and methodological literature. In the first stage of the study analyzed the educational process in medical higher education institutions, in particular, the subject “Foreign Language in Medicine”.
2. Observation - English language classes of medical students were observed and pragmatic errors were identified. In the second stage, the empathic approach to communication and the level of pragmatic knowledge were assessed during practical training with the participation of first-year students of medical universities based on a questionnaire.
3. Experimental work - communicative exercises were conducted with a small group of students and the effectiveness of the new methodology was assessed.

In the last experimental stage, training was organized based on special tasks aimed at developing pragmatic competence, and the impact of these trainings on students’ empathy was observed and analyzed.

Results. The following significant changes were observed in the results of the experiment:

- Students' skills in using forms of address appropriate to the speech situation increased by 40%.
- The level of empathy (for example, using phrases that encourage the patient) significantly improved.
- The frequency of using cultural norms and ethical formulas in English has increased by 35%.
- The habit of directly translating from Uzbek to English has decreased, and natural speech adaptation has begun to form.

### Discussion

Over a certain period, it is observed that among non-English majors, including medical students, the skills of pronouncing words correctly, constructing grammatically correct sentences, and using the necessary terminology are formed. However, if students do not know pragmatic rules sufficiently or do not understand the contextual features of the speech process, various problems may arise during communication. To prevent such situations, the formation and improvement of pragmatic competence is considered one of the important areas of the educational process.

The results showed that traditional methods are not enough to develop pragmatic competence in medical students. The following integration into the teaching process was highly effective:



- Role-playing and clinical simulations - a natural speech situation is created by staging a doctor-patient dialogue.
- Empathy-based exercises - develop skills in gently delivering bad news to a patient, encouraging them.
- Cross-cultural comparison - the differences in speech habits in Uzbek and English are explained.
- Innovative technologies - through virtual patients, online platforms, AI-based communication programs, students practice in situations close to real conditions.

### Conclusion

Improving the methodology for developing pragmatic competence in teaching English to medical students will create a solid foundation for their professional communication culture and effective functioning in the international arena. This methodology will provide high results by strengthening the communicative approach in medical education, introducing empathy-based training, and using modern information technologies.

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