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ASPECTS OF AN INTENSIFICATION APPROACH TO ENGLISH FOR SPECIFIC PURPOSES (ESP) TEACHING IN THE MEDICAL FIELD

ABSTRACT

The objective of this study is to examine the characteristics of the intensification process and propose this approach as the most suitable option for enhancing methodological support in English language instruction at medical universities within the country. The current state of English language teaching in medical universities in Uzbekistan necessitates a re-evaluation of the organizational foundation in the methodology for long-term development within a compressed timeframe.

The aim is to implement advanced tools and techniques to improve the quality and efficiency of education, thereby intensifying the educational process. The training of qualified specialists in medical universities encompasses the issue of comprehensive English language mastery alongside disciplines in various medical specialties. This study seeks to develop language competence in medical students through an effective methodology that integrates professional practice with the utilization of English for Specific Purposes (ESP), thus establishing a robust foundation in contemporary medical English. This theory, as widely acknowledged, stems from the necessity for English language proficiency across all domains of social and economic development, given its close association with the advancement of modern technologies in the context of the current global labor market.

The research methodology involves analyzing and evaluating the efficacy of advanced tools and techniques in enhancing the intellectual potential, knowledge acquisition, and professional

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TIBBIYOT SOHASIDA MAXSUS MAQSADLAR UCHUN INGLIZ TILI (ESP) TA'LIMIGA INTENSIFIKATSION YONDASHUV ASPEKTLARI

ANNOTATSIYA

Tadqiqotning maqsadi tibbiyot oliy ta'lim muassasalarida ingliz tilini o'qitish jarayoniga intensivlikatsion yondashuv xususiyatlarini ko'rib chiqish, uning asosida uslubiy ta'minotni takomillashtirishning maqbul jihatlarini taklif etishga qaratilgan. Bugungi kunda O'zbekistondagi tibbiyot OTmlarida ingliz tilini o'qitish faoliyati qisqa vaqt ichida uzoq muddatli rivojlanishga qaratilgan o'quv-uslubiy bazani qayta ko'rib chiqishni talab qilmoqda. Tadqiqotning vazifalari mazkur ta'lim sifati va samaradorligini oshirish, shu asosda o'quv jarayonini yanada faollashtirish uchun ilg'or vositalar, uslublar va texnikalarni joriy etishdan iborat.

Mazkur tadqiqotning vazifalari tibbiy oliy ta'lim jarayonining sifati va faolligini oshirish hamda samaradorlik usullarini ishlab chiqishga qaratilgan. Tibbiyot sohasi va amaliyoti uchun malakali mutaxassis kadrlar tayyorlash masalasi nafaqat mutaxassislik fanlari bo'yicha bilimlarni, balki ingliz tili fanini ham chuqur o'zlashtirish masalasini qamrab oladi. Tibbiyot talabalarining kasbiy amaliyoti hamda maxsus maqsadlar uchun ingliz tili – MMIT (ESP) o'rtasidagi bilimlarni muvofiqlashtirish, bunda zamon talablariga mos bo'lgan tibbiyotga oid ingliz tilini o'qitishni qamrab oluvchi ilg'or metodologiya vositasida ingliz tili ko'nikmalarini yanada takomillashtirish maqsad va vazifalarining mohiyatini o'zida mujassam etadi. Mazkur nazariya ijtimoiy va iqtisodiy rivojlanishning barcha sohalarida ingliz tilini mukammal bilish va yanada rivojlantirish

development of students within the educational process. Consequently, the intensification of English language teaching results in accelerated material assimilation, improved learning quality through interactive methods, integration of theory and practice, and an expedited, personalized learning process facilitated by information technology.

Key words: medical, English, ESP, intensification, methodology, students, specialty, novel approaches, technologies.

zaruriyatidan kelib chiqar ekan, bugungi kun jahon mehnat bozori sharoitida zamonaviy texnologiyalarning rivojlanishi bilan chambarchas bog‘liqlikni belgilab beradi.

Tadqiqot metodlari tibbiyot OTMlarida ingliz tili ta’limi jarayonida tibbiyot talabalarining intellektual salohiyatini oshirish, malaka va bilimlarini takomillashtirishda ilg‘or vositalar va usullarning samaradorligini tahlil qilish va baholashni ifoda etadi. Tadqiqotning natijasi tibbiyot OTMlarida ingliz tilini o‘qitish jarayonini intensivikasiya qilish yondashuvi asosida tibbiyot soha va amaliyotiga doir ingliz tilidagi materialni tez va jadal tarzda o‘zlashtirish, interfaol va mobil usullar hamda axborot texnologiyalari asosidagi moslashuvchanlikka qaratilgan nazariya va amaliyotning integratsiyalashuvi orqali tibbiyot talabalarining ingliz tili bo‘yicha salohiyatini ko‘tarish, o‘qitish sifatini takomillashtirish va muntazam yaxshilash tamoyillarini belgilashda o‘z aksini topadi.

Kalit so‘zlar: tibbiyot, ingliz tili, MMIT, intensivikasiya, metodologiya, talabalar, mutaxassislik, yangicha yondashuvlar, texnologiyalar.

INTRODUCTION

On the path of Uzbekistan’s measured integration into the Bologna process, extensive organizational measures have been taken to improve the system of higher education, including medical education, and a regulatory legal framework has been created for methodological support in accordance with international standards and norms. Simultaneously, there is an urgent need to create a unified concept for teaching English in the medical field, which will cover not only the fundamental side of the specialty but also practical activities. The current goals and objectives of state policy are to promote medical and pharmaceutical science and innovations in healthcare to the world level, ensuring integration into the global scientific community. The reform of medical higher education covers the development of all medical institutions – clinical bases, polyclinics, hospitals, inpatient facilities, etc.–where continuity of training, practice, and scientific activity is ensured [PR-4310, 2019]. It should be noted here that since the 2017-2018 academic year, undergraduate studies at medical universities have been reduced from 7 to 6 years of education, and the tasks have been set to “increase the proportion of academic hours in preclinical and clinical blocks of study in the bachelor’s degree to 85%, including for clinical training practice, by reducing the educational hours in humanitarian and socio-economic blocks up to 7% of the total amount of study time” [PR-2956, 2017]. As a result of the increase in specialized disciplines, as the most important sciences in the curriculum, the humanities were significantly reduced. This shift has led to a significant reduction in the teaching of the

humanities, including English [Buranova, 2021].

Consequently, English teaching in medical universities must adapt to these changes, which requires the development and implementation of new approaches, methods, and standards to ensure that students continue to receive effective language education as part of a more professionally oriented curriculum. This adaptation should be aimed at maintaining the quality of English language learning despite the reduction in study time, ensuring that medical students can still achieve the language competence necessary for their professional development. In this regard, experts and scientists from different countries try to find effective ways to solve problems in teaching methodology [Kushieva, 2019] by studying and sharing experiences in creating integrated educational standards and an effective teaching strategy [Miller & Roberts, 2019].

The procedure for English language education in the medical field was established in accordance with the features of integration into specialized medical practice. The development of medical students' English language knowledge is particularly important. Therefore, educational standards are based on using English for Specific Purpose (ESP), which is more concrete and forms the basis of modern medical English. Moreover, this approach recognizes that medical students have unique language needs that differ from those of students in other fields. By tailoring the curriculum to focus on medical English, students can concentrate on acquiring vocabulary, phrases, and communication skills that are most useful in their professional lives [Dudley-Evans & Jo St John, 1998].

ESP educational programs are characterized by the fact that they are designed for non-philological specialties, the purpose of which is to focus not on the grammatical aspects of the language structure when mastering foreign languages, but on language acquisition in terms of specialty and profession [Antony, 1997]. The professional teaching techniques used in this case are aimed at making students feel as comfortable as possible in the language environment.

To successfully master the necessary knowledge for future professions, it is important for students to be aware of the professional environment. Therefore, the relationship with specialty provided the best results. Specific professional fields require a new approach to methodology and study programs, which in turn increases students' motivation to learn the language [Catana, 2014]. As a result, this technique is not only effective but also necessary to prepare students for confident and competent work in the global medical community, where English is often the lingua franca and the main language of communication. This targeted approach forms the cornerstone of modern medical English education, ensuring that students are well-prepared for the linguistic demands of their future careers [Dudley-Evans & Jo St John, 2006].

However, this approach requires the consideration of many factors and tasks. No matter how high a student's performance in mastering language skills in reading, writing, and listening is, it is necessary to develop spoken language for successful language acquisition. For specialists in the medical profession and others, this factor is the most important. It is also important to note that the methodology of teaching

English requires extensive use of current innovations and modern technologies, which are widely used in medicine [Brown & Johnson, 2021].

At the same time, another important factor in the teaching of foreign languages is taken into account here: the formation of the necessary motivation, which is concentrated on the growth and enlargement of required educational approaches and techniques in order to see the features of the medical area and professional needs [Castro & Diaz, 2011]. Current methods are characterized by peculiar techniques aimed at improving language education [Bakiyeva & Kushieva, 2016]. To adapt to professional information, an expansion of vocabulary is required, and students are aware of this first of all so that the constant relationship between special subjects and natural sciences helps them assimilate the material in an interesting form for them more easily. This factor determines the proportion of English and everyday English in the medical field [Webber, 1995].

The expediency of using various modern information and communication technologies ensures the rapid receipt and processing of information. The use of virtual simulators, electronic platforms, and mobile applications in teaching English allows for the creation of an interactive and communicative learning environment focused on the medical field [Brown & Smith, 2021]. In the context of English language learning in medical high schools, this approach is especially relevant because of the growing demands of students to quickly master language skills that directly apply to their professional practice [Johnson, 2021]. It is important to analyze how the intensification process can be effectively implemented to advance the value of English language teaching. By studying the specific needs of medical students, such as their need to master medical terminology and professional communication skills in English, it is necessary to determine the most effective ways to optimize and intensify the learning process. This includes evaluating various teaching methods, introducing advanced educational technologies, and integrating them into the educational process in the specialty when teaching English creates a more effective educational environment, using it in real professional contexts [Clement & Murugavel, 2015]. It is necessary to carefully study the characteristics and dynamics of the intensification process in teaching English in medical high schools. Intensification is a strategy aimed at increasing and deepening the learning process by optimizing methodological techniques, procedures, and tools [Ballet et al., 2006].

Nevertheless, the current situation regarding English language teaching in medical high schools in Uzbekistan requires a revision of the educational base and methodological support for long-term development in a short time. In the context of recent reforms in medical education, the consistent implementation of measures puts a number of methodological tasks on the agenda that require the creation of a unified educational concept covering both the medical field and practice. This, in turn, determines the task of activating the activities in this direction. Let us consider that we perceive this concept as a factor often used in economics that leads to an increase in labor productivity. It is necessary to introduce new advanced tools and techniques for high-quality education and educational work and to increase efficiency, that is, to

intensify the didactic procedure.

Thus, we suggest that intensification is an effective opportunity to teach English at medical universities in the country. This approach focuses on increasing the depth and frequency of language practice in professional medical contexts, integrating real-world scenarios, and leveraging modern technologies to create immersive and engaging learning environments. By intensifying exposure to medical English through interactive, context-specific tasks, students can develop the linguistic skills necessary for their future professional roles more effectively. This recommendation is based on the premise that intensification can solve the unique problems medical students face, such as limited study time and the need to quickly master English. The intensification approach is the most appropriate and effective option for improving the existing methodological support for teaching English at medical universities in the country.

The concept of “intensification” in education

The intensification (fr. *intensification*, lat. *intensio* – “strengthening”, “tension”) is a process of development and organization of production, in which the use of the most effective means of production and expansion of production are understood [“Intensification”, 2019].

The modern approach to the intensification of didactic development is manifested in the following ways:

- finding opportunities to provide students with an ever-growing amount of data, while ensuring consistency;
- rationalization of the structure of the learning scheme with concentrated usage of inner reserves to develop the success of learning;
- management of principles that light learning requirements in many ways through the introduction of active learning tools;
- encouraging students to be active in acquiring knowledge [Sokolienko, 2000; Baranbaeva, 2017; Krayukhina, 2009].

Considering the belonging of intensification to a certain area, we believe that it can be interpreted using different approaches. In this case, we consider it appropriate that the intensification method corresponds to the environment in which the process takes place and also considers the peculiarities of certain factors.

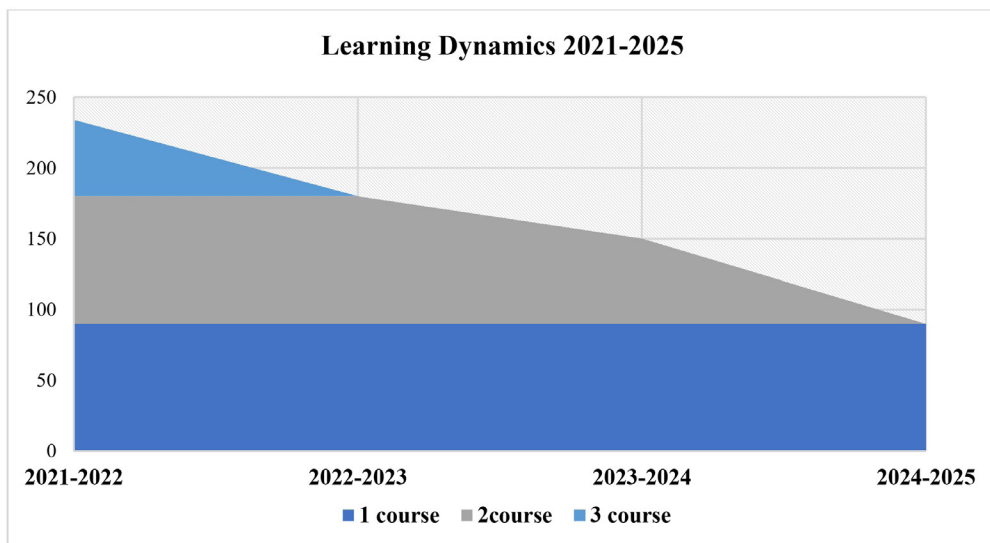
Many pedagogy, psychology, and linguistics studies focus on accelerating the acquisition of foreign languages by promoting an integrated approach to updating both content and teaching methods. This involves innovative techniques that align the cognitive, emotional, and social aspects of learning, ensuring that language instruction is more effective and relevant to learners’ needs. By combining advances in these fields, researchers aim to optimize language acquisition processes, making them more efficient and tailored to the dynamic demands of various educational contexts. The problem of intensification of the educational process determines the relevance of providing various approaches to the organization of the study activity [Ballet & Kelchtermans, 2009; Shegai, 2012]. The methodology for learning English in medicine has been carefully developed to align with medical students’ specific needs and challenges. This approach considers the essential role that English plays

in professional practice in the medical field [Jarvis & Achilleos, 2019; Paltridge & Starfield, 2020; Hwang & Chang, 2021]. By focusing on ESP, the methodology ensures that this targeted approach enables students to develop practical language competencies that align with their professional responsibilities, fostering both linguistic proficiency and confidence in real-world medical settings [Chan et al., 2021]. By engaging in simulations, role-plays, and case studies relevant to their field, students enhance their ability to use language effectively in professional contexts, bridging the gap between theoretical knowledge and real-world applications. This hands-on approach fosters deeper learning and prepares students to meet the demands of their future careers. For instance, they might engage in role-playing exercises that simulate doctor-patient interactions, participate in case study discussions, or translate and interpret medical texts [Hwang & Lin, 2022]. These activities help students develop the specific language competence needed for their profession, making the education course more relevant and effective [Salmani, 2020].

Intensification of ESP education for medical students

The adaptation of the curriculum to modern standards of reform requires a short time to create a maximum educational base for undergraduate students, taking advantage of the use of methods of intensification and mobility of learning. Therefore, if the teaching of English in the bachelor's degree in the 2021-2022 academic year was carried out for three years, that is, for first, second, and third-year students, then by the 2024-2025 academic year, there is a significant reduction in hours in the curriculum, up to studying only in the first year of the bachelor's degree (see Figure 1).

Figure 1. Dynamics of learning in the across the academic years



A sharp decrease in dynamics in the context of courses implies that by the 2024-2025 academic year, the subject “English in medicine” will be taught only for the 1st year students. Based on this, this situation has set us, first, the task of extracting the most important and constructive materials for the entire course from the existing

thematic base and, as far as possible, developing a calendar and thematic plan based on integration into the specialty. Second, considering specific factors, mastering language competencies through an intensification approach creates a set of methods that express theoretical and didactic features and the effective content of teaching English. The problem is that the increasingly shortened hours of daily English teaching increases the need for significant methodological improvement. In turn, this means that for almost half of the time of the shortened training, it is necessary to provide educational material to the extent that it ensures effectiveness and at the required level of acquired knowledge. Accordingly, the need to develop an effective and scientifically grounded teaching methodology highlights the importance of an intensification approach to teaching medical English. This approach addresses the necessity for a more focused, research-based framework that enhances language acquisition and application in medical contexts, ensuring that students gain the specialized skills and knowledge required for their professional roles. In our opinion, this approach primarily implies deep integration into a specialty, which is an important component.

The study

Intensification of the educational process encompasses a comprehensive set of goals aimed at significantly enhancing students' learning experiences and outcomes. This approach involves several key steps.

1. *Establishment of academic possibilities:* The primary goal is to create learning environments that challenge students intellectually, encouraging them to actively engage with the material. This involves creating learning environments that intellectually challenge students and encourage them to actively engage with the material.

2. *Increasing the amount of knowledge:* intensification seeks to expand the breadth and depth of knowledge acquired by students. This includes not only covering a wider range of topics, but also delving deeper into each subject to ensure a thorough understanding.

3. *Introducing advanced tools, methods, and techniques:* to achieve higher quality education, new and innovative tools, methods, and techniques are introduced. This might involve incorporating cutting-edge technology, adopting modern pedagogical strategies, and utilizing advanced instructional materials to enhance the learning process.

4. *Improving educational quality and effectiveness:* Intensification aims to raise the standards of education by improving the overall quality and effectiveness of teaching. By focusing on these elements, the intensification approach seeks to create a more effective and impactful educational experience, ensuring better student outcomes.

5. *Qualified growth:* A central characteristic of intensification is the current professional development. By continuously updating their skills and knowledge, teachers can better support and guide students, thus contributing to the more effective achievement of educational goals.

The ability to work with English literature and improve communication skills

within a specialty is becoming increasingly important. The relevance of this issue is underscored by economic, social, and political factors, as well as the globalization of the modern world and the rapid advancement of science and technology, which necessitate the continuous enhancement of young people's knowledge. The key aspects to address include the following.

1. *Qualitative improvement of learning conditions*: enhancing the educational and methodological support for mastering English, ensuring that resources and teaching practices meet the evolving needs of medical students.

2. *Effective use of pedagogical skills*: applying effective methods and tools to improve English literacy among medical students and leveraging innovative pedagogical strategies to engage and support their learning.

3. *Creating a motivational environment*: Developing a strong motivational framework to encourage future medical professionals to study and advance their foreign language skills as an integral part of their professional development.

4. *Promoting a responsible approach*: encouraging a committed approach to improving English proficiency and emphasizing the importance of continuous learning and professional growth within the field of medicine.

The intensification of the educational process represents a holistic approach to improving education by addressing various dimensions, from enhancing intellectual capabilities and expanding knowledge to integrating innovative tools and methods and fostering professional growth among educators. This multifaceted strategy aims to create a more dynamic, effective, and enriched student learning experience.

METHODS

The methodology of teaching English at a medical university based on ESP mainly covers the task of mastering medical terms and thematic materials in close connection with the disciplines of the specialty. In the initial stage, special attention is paid to the assimilation of medical terminology, and studying its structure and meaning is desirable. The fact that in different areas of the medical field, each specialty has its own terminology requires a study of the lexical base for each area. Using virtual simulators, electronic platforms, and mobile applications to teach English creates an interactive and communicative learning environment tailored to the medical field. These tools enable students to engage in realistic scenarios, practice medical terminology, and enhance their language skills in dynamic and immersive settings. Educators can offer more engaging and context-specific experiences to better prepare students for real-world medical communication by integrating technology into the learning process. This approach contributes to more effective English language acquisition, not only in the classroom but also in medical practice, improves communication skills, and prepares specialists to master English in real professional situations. This includes:

- Understanding and using specialized terminology: accurately using jargon and technical terms relevant to one's field

- Communicating clearly and professionally: engaging in meaningful interactions with colleagues, clients, or patients, including presenting information,

discussing issues, and negotiating solutions;

- Reading and interpreting professional documents: comprehending and analyzing reports, research papers, and other documents pertinent to the field.

- Writing effectively: producing clear, concise, and well-structured documents such as reports, emails, and proposals.

For a more thorough study of the intensification approach to teaching ESP to medical students, three medical universities in Uzbekistan were selected: Tashkent Medical Academy, Tashkent Stomatology Institute, and Tashkent Medical Pediatric Institute. This research was conducted based on the humanities departments for teaching English. At each university, 1st year undergraduate students were selected from four groups of 14-17 people, followed by division into experimental and control groups. The teachers of the departments were presented with relevant Lesson Plans in medical English for the experimental groups. In the context of medical practice, it is advisable to establish the relationship between the main directions of the students' task of performing practical work with teaching English, to identify the essential specifics of didactic features in teaching medical English based on their integration into educational areas related to the field of medicine, and a practical approach. Incorporating these skills into training ensures that language learning is aligned directly with the practical demands of the profession. ESP educational programs also involve the maximum reduction of aspects such as grammar and phonetics, thereby expanding opportunities for learning communicative English in the context of the specialty. Based on the methodology of integration and intensification, based on proportionality between subjects, the mobile provision of educational material in the communication interaction "Teacher-Student", "Student-teacher" and "Student-student" allows students to study in the most convenient and interesting way for their way. For example, the Lesson Plan on the topic "Skeleton" (see Table 1), as an integrated method, allows students to deepen their comprehension of anatomical terminology and concepts while simultaneously improving their proficiency in Medical English. By contextualizing language learning within the study of anatomy, students can better grasp complex terms and concepts, facilitating more effective communication and applications in professional medical settings.

Table 1. Lesson design prepared on the topic "Skeleton"

Lesson Plan: Skeleton	
Group	1 st year bachelor degree students in medical high school
Level	from intermediate to advanced
Lesson focus	describe skeletal system and its structure; explain the words and their definition.
Aims	to comprehend the material given on the current topic; to develop communicative competence on specialty.
Objective	master vocabulary and necessary expressions using them from context; make and respond to basic statements related to skeleton; use the learned language for specific information; use the target language activities; improve pronunciation and communication skills.

Lesson focus	advance of the correct use of medical terms and good basic knowledge of the anatomy of and physiology of skeletal system in English			
Acquired skills	improvement of phonetic and grammatical aspects of the language			
Duration	90 minutes			
Materials	whiteboard and markers, textbook, visual and electronic teaching aids, handout			
Assessment methods	presentations, situational tasks, tests			
Lesson Outline				
Lesson Procedure	Steps	Activities	Interaction	Timing
	Warm-up	Introduce anatomical terms. Discuss the main ideas about skeleton. Brainstorming. Share your ideas about skeletal system while discussing the pictures. Answer the questions, e.g.: “The skeletal system is composed of bones and cartilage. What are the 5 major functions of skeletal system?”.	Tr → Ss Ss → Tr	10 minutes
	Presentation	Discussion. Pair work. Suggest students to make up a dialogue with questions and answers. Some information about anatomy and physiology of skeleton is given, e.g.: ■ How many bones are in the skull? ■ What is the function of skeleton? ■ What is the spine column composed of? ■ How many vertebrae are there in the spine of adult? ■ What is each rib composed of?	Ss → Ss	10 minutes
	Speaking	Organize discussion and let students to discuss the main functions of the skeletal system. Motivate students to talk about the profession of orthopedist.	Ss → Ss	10 minutes
	Practice	Role game, graphic organizers, mind map. Individual work. Suggest students to label the diagram using words from the box.	Ss → Ss Tr → Ss Ss → Tr	10 minutes
	Reading	<i>Pre-reading:</i> let students to look at the picture with bones and share ideas about skeleton. <i>While reading:</i> students read the short text individually. <i>Post reading:</i> students classify the bones by their names and answer to given questions.		10 minutes

	Writing	Suggest students to do the written tasks: 1. Fill in the gaps using the words from the box. 2. Do matching task with the given words in the table.		10 minutes
	Listening	Suggest students to watch the video. Develop their listening skill. Discuss the structure of skeleton and make notes by preparing a short presentation with them.		15 minutes
	Production	Teamwork. Motivate students to solve the test in order to check the gained knowledge.	Tr → Ss Ss → Ss Ss → Tr	15 minutes
Homework		Instruct students to prepare a short paragraph (written) about any of the functions of skeletal system and to present it (orally).		

To achieve the goals of the study, methodological tools and approaches for the effective use of multimedia resources, case studies, and integration of knowledge from anatomy, physiology, and pharmacology subjects were provided. Combining the activity of studying the English language with maximum integration into the medical profession and practice allowed students not only to speak English but also to have a deep understanding of the medical terminology and processes necessary for successful professional training.

We believe that it is appropriate to develop the following methodological support to solve the identified problems:

1. Mastering English based on contextual terminology: Mastering terms based on thematic texts, videos, and clinical cases used in a natural context.
2. Based on morphological analysis: Teaching to understand the structure of medical terms, including roots, prefixes, and suffixes.
3. Development of speech competence through role-playing games and simulations: Conducting role-playing games and communication simulations with patients and colleagues in English.
4. Improving the practice of written exercises and documents: Establishing a regular mastery of tasks in English based on writing medical reports, sick sheets, and other documents.
5. Using interactive learning methods: Creating a set of online platforms, applications, and interactive tasks that allow you to practice vocabulary and grammar in an interesting manner.
6. Development of methods aimed at an intensive approach: mastering the language in problem situations, such as communicating with patients, working with documents, and discussing clinical cases.

To determine the statistical significance of the difference in the grades of students in the experimental and control groups, the differences in the averages were checked

using Student's t-test. Differences between the two average values were calculated. In this study, the differences between the averages were determined using formula 1:

$$d = x_{\text{experiment}} - x_{\text{control}}$$

That is, $x_{\text{experiment}}$ – assessment of students in the experimental groups; x_{control} – assessment of students in the control groups.

Student's criterion was also used to determine whether the difference in the grades of students in both groups corresponded to the real process. In this case, the statistical value of the student's criterion was determined based on Formula 2:

$$t_{\text{stat}} = \frac{|d - d_0|}{se(d)}$$

RESULTS

In the process of completing assignments, students revealed their insufficient understanding of terms related to this area, difficulties in mastering word forms and developing speech skills, and problems with expressing thoughts in writing (see Table 2).

Table 2. Identified deficiencies in English language acquisition by medical students

Problems in understanding with the terminology of the specialty	Misunderstanding of the word forms	Lack of speech skills	Not being able to express his thoughts in writing
As medical dictionaries often contain complex and specific terms, understanding their meaning in depth without context makes it difficult to remember and understand correctly.	Students may know the roots of words but have difficulty using prefixes and suffixes, leading to incorrect use of terms and word forms.	It has been found that students have difficulty verbally expressing their thoughts in English, as well as insufficient communicative competence when communicating with patients or colleagues.	It was observed that he could not construct coherent and logical statements on medical topics, and had difficulties in writing medical reports and documents.

Thus, some problems were identified in mastering the lexical units by specialty:

- problems with memorizing and using medical vocabulary;
- defects in the correct understanding of phrases;
- accuracy and clarity of expressions and errors in sentence construction;
- difficulties in mastering medical terms from a logical point of view.

When analyzing the level of English proficiency of students from three higher educational institutions, it was found that the results in the experimental groups were higher than those in the control groups (see Table 3).

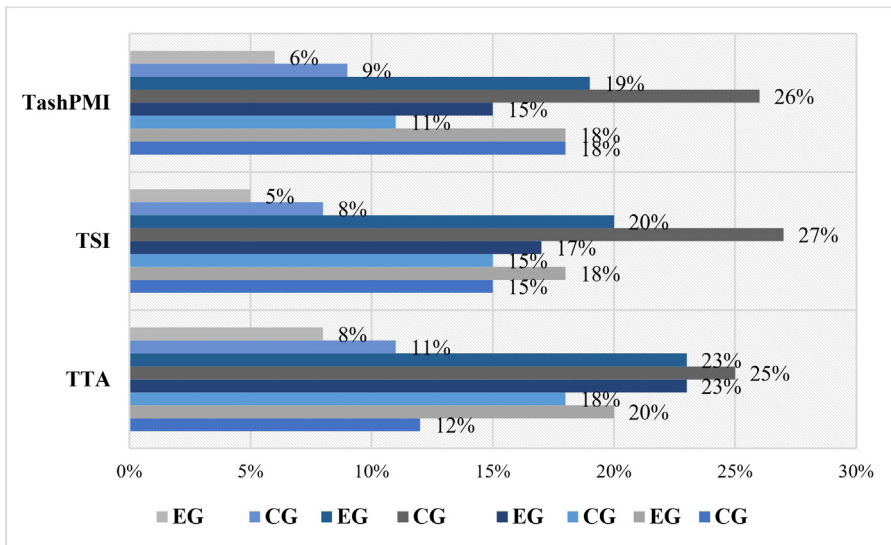
Table 3. The results of the preliminary pilot-test section

Indicators	Tashkent Medical Academy		Tashkent Stomatology Institute		Tashkent Pediatric Medical Institute	
	CG	EG	CG	EG	CG	EG
Score	n=34	n=31	n=27	n=32	n=33	n=34
Excellent	12%	20%	15%	18%	18%	18%

Good	18%	23%	15%	17%	11%	15%
Satisfactory	25%	23%	27%	20%	26%	19%
Unsatisfactory	11%	8%	8%	5%	9%	6%

A certain number of mistakes were made by all participants in the control groups: not knowing some lexical units and grammatical structures, not understanding the meaning of terms related to the field, and insufficient mastery of word forms (knowing the root, but not the prefix). In addition, they faced difficulties, such as the lack of speech competence or the inability to adequately express their thoughts orally and in writing. The results of this study revealed that the values were higher in the experimental groups (see Figure 2).

Figure 2. The results in control and experimental groups by universities



DISCUSSION

The intensification approach to teaching English in the medical field focuses on developing advanced language proficiency tailored to the needs of medical professionals. This approach involves incorporating specialized methods and tools that address the unique linguistic demands of the healthcare sector [Glendinning & Holmström, 2005]. By employing embattled didactic approaches, such as tasks in medical vocabulary and dialogues that simulate doctor-patient interactions, students can quickly obtain language knowledge crucial for professional communication. These approaches provide practical, context-rich experiences that enhance the understanding and application of Medical English, enabling students to navigate professional scenarios with greater proficiency and confidence. The specialized focus accelerates learning and ensures that students are well prepared to use English proficiently in their professional practice [Miller & Roberts, 2019]. The process of globalization dictates its own conditions in which, along with the fact that English is an important and universal language, many problems arise when teaching it. Educators worldwide

are striving to develop teaching strategies that effectively address these challenges, aiming to create approaches that are both appropriate and effective for resolving the complexities of teaching English in diverse global contexts [Zhao, 2020].

A key component of the intensification approach is the integration of modern technologies and interactive learning methods. Using digital tools such as language learning apps, virtual reality simulations, and interactive platforms enhances the learning experience by providing immersive and engaging ways to practice medical English. These technologies facilitate a more dynamic learning environment in which students can practice their language skills in realistic scenarios and receive instant feedback. Interactive methods, including group discussions and role-playing exercises, foster active participation and help students develop practical communication skills that are crucial in medical settings. The intensification approach emphasizes the importance of continuous assessment and feedback to monitor and enhance students' language proficiency. Regular interactions and assessments, such as games, practical exams, and performance evaluations, provide valuable insights into student progress and areas for improvement. This feedback loop allows educators to tailor their teaching strategies to address individual students' needs and adjust the curriculum accordingly. By incorporating regular assessments and feedback, the intensification approach ensures that students continually refine their language skills and achieve a higher level of competence in medical English, ultimately leading to better outcomes for their professional careers.

However, a rapid intensification approach may lead to several problems:

- **Increased student fatigue:** The accelerated volume of educational material can result in rapid fatigue, diminishing overall learning efficiency.

- **Superficial understanding:** Limited time for in-depth study may lead to a superficial grasp of the material, impeding the ability to assimilate and apply knowledge effectively.

- **The problem of insufficient teacher training** when working with new technologies and methods.

- **A certain degree of reduction in the curriculum** based on an intensification approach leads to the neglect of the important aspects of language acquisition.

Considering the above, it is important to develop a balanced approach to intensify English language teaching in medical universities. This, in turn, ensures effective assimilation of the material, taking into account the needs of the students when learning the language. Considering the modern demands of medical English teaching as well as modern criteria for professional training, it is advisable to focus on the following methods:

- **Development of balanced curricula** considering the time for unloading and recovery and optimization of the lesson schedule.

- **Employing active and diverse methods**, including interactive technologies, can help maintain student interest and motivation, ensuring a more engaging and effective learning experience.

- **Organizing training and development opportunities** for educators to enhance

their skills in using new educational technologies and techniques is crucial for effectively implementing these innovative approaches and improving overall teaching quality.

■ Revision and adaptation of curricula, considering modern requirements and teaching methods.

Generally, the reform of educational programs, successful scaling of best practices, cooperation with professional communities and organizations, and regular monitoring and correction of teaching and learning are important components of an integrated approach to improving the intensification of education.

CONCLUSION

Modern criteria for professional training in medical universities determine the need to intensify steps, models, and teaching methods. The creation of a unified educational standard covering both the medical field and practice implies a sharp increase in these requirements and provides a combination of these two factors to create an effective mechanism for teaching English in medical universities. The introduction of such methods and approaches determines the possibility of adapting training to modern professional training requirements. Consequently, the following features of the intensification of English language teaching can be noted:

1. The intensification approach contributes to a more accelerated assimilation of material and the acquisition of language skills in a shorter period, allowing students to start practicing faster and apply their knowledge in real conditions.

2. Interactive teaching methods contribute to better learning and improve learning quality.

3. Integration into practical activities makes it possible to create a unified educational standard covering both theoretical and practical aspects, allowing students to apply their practical knowledge from the early stages of their studies.

4. Information technology also allows the learning process to be accelerated and adapted to individual needs, providing opportunities for independent and additional classes.

The intensification approach to teaching English in the medical field offers a comprehensive strategy to enhance language proficiency among medical students. Focusing on specialized methods and tools tailored to the healthcare context ensures that students acquire the language skills necessary for effective communication in medical settings. Integrating advanced technologies and interactive learning methods further enriches the educational experience, providing students with practical and immersive opportunities to practice and apply their language skills. Continuous assessment and feedback play a crucial role in this approach, allowing for the ongoing evaluation and adjustment of teaching strategies to meet individual needs and drive improvements.

Overall, the intensification approach not only accelerates the learning process but also aligns language instruction with practical demands of the medical profession. By employing targeted educational strategies and integrating interactive technologies,

students develop a deeper understanding of medical English, equipping them to handle language complexities more effectively. This enhanced preparation allows students to better grasp and use specialized terminology, engage in meaningful discussions, and perform professional tasks with greater proficiency. As a result, students are more adept at communicating with patients and colleagues, significantly improving their ability to navigate professional medical settings. This improvement in communication skills contributes to more successful professional outcomes, as students are better positioned to meet the demands of their roles and to contribute positively to their fields. As the field of medical education continues to evolve, adopting such targeted and dynamic approaches will be essential for maintaining high standards of language proficiency and ensuring that future medical professionals are equipped with the skills necessary to excel in their careers. The implementation of the set goals and objectives determines the need for further activation and, as a result, intensification of the study, and also involves the creation of an effective mechanism for teaching English in medical universities.

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