

Adaptation of German Language Teachers to The Medical Field

Бурхонова Гуёхон Фуломовна

Преподаватель латинского языка и медийинской терминологии

CAMU. Central Asian medical university. Фергана

Goyxonb@gmail.com / +99897 504 55 85

	Abstract The article discusses the process of adapting German language teachers to the medical field, emphasizing the importance of foreign language education within a professional context, particularly in medicine. The paper outlines the key roles and responsibilities of a language teacher in the medical domain, highlighting the need for specialized knowledge of medical terminology, clinical scenarios, and interactive teaching methods. It elaborates on the stages of adaptation, including knowledge, methodological, and psychological adjustments that teachers must undergo. Furthermore, the article presents modern pedagogical approaches such as task-based learning, problem-based learning (PBL), and case-based discussions, which enable teachers to integrate professional tasks into language learning.
Keywords: German language teaching, medical terminology, professional language teaching, language teacher adaptation, medical german, content and language integrated learning (CLIL), pedagogical approaches in medicine.	

Introduction

The study also examines the resources, textbooks, and materials available for teaching medical German, and emphasizes the significance of practical application through clinical experience. The article concludes by addressing the challenges faced by language teachers in adapting to the medical environment and suggests solutions for overcoming these barriers, thus ensuring effective language teaching in the medical context. The modern education system has made teaching foreign languages in a professional context a strategic priority. In particular, knowledge of foreign languages, especially German, in the medical field is not only considered a communicative tool but also a professional necessity. For specialists who wish to work in Germany or use foreign literature, this language has become an essential tool. The shift of German language teachers from traditional general language teaching approaches to those specific to professional contexts requires a complete transformation of their skills and knowledge. This article focuses on this process—the adaptation of language teachers to the medical field.

1. THE ROLE AND FUNCTIONS OF A LANGUAGE TEACHER IN THE MEDICAL FIELD

Teaching a professional language means not only teaching it as a communicative tool but also as a field-specific instrument. In this process, the teacher needs to perform the following functions:

In-depth knowledge of medical vocabulary and terms;

Shaping communication skills based on clinical scenarios;

Conducting interactive lessons;

Working with specialized texts.

This demands that the German language teacher not only possess classical grammar or phonetics knowledge but also enrich their expertise with field-specific knowledge.

2. STAGES AND COMPONENTS OF ADAPTATION

The adaptation of a teacher to the medical field occurs in three main stages:

a) Knowledge Adaptation:

Mastering medical terminology;

Working with Latin-based terms;

Memorizing anatomical and physiological terms.

b) Methodological Adaptation:

Implementing CLIL (Content and Language Integrated Learning) in a professional context;

Simulation exercises;

Role-playing games, exercises based on clinical situations.

c) Psychological Adaptation:

Intellectual adjustment to the medical environment;

Conducting lessons confidently without being intimidated by working with doctors.

3. PEDAGOGICAL APPROACHES AND INTERACTIVE METHODS

Modern methods include the following:

Task-based learning: Teaching language through specific professional tasks;

Problem-based learning (PBL): Learning through solving problems;

Case-based discussion: Debating based on real clinical cases;

Using multimedia materials: Videos, interactive tests, audio dialogues.

These approaches enable the student to feel as though they are performing actual professional activities, rather than simply learning a language.

4. RESOURCES, TEXTBOOKS, AND LEARNING MATERIALS

The following resources are useful for medical German:

Fachdeutsch Medizin (Hülsmann & Romer, 2016): Systematic teaching of professional German;

Deutsch im Krankenhaus (Langenscheidt, 2020): Communication between doctors and patients;

NetDoktor.de: An online medical encyclopedia;

Prüfungstraining Pflege B2/C1: Language and test preparation for nursing.

These sources are enriched with visual and practical tools, enabling the teaching of both the language and the profession simultaneously.

5. PRACTICAL APPLICATION AND CLINICAL EXPERIENCE

An effective part of adaptation is **practical exercises**:

Observation practices in hospitals;

Analyzing clinical cases;

Exercises on conducting surveys with patients.

If universities hold joint classes with medical faculties, teachers will be able to integrate into the field more quickly.

6. PROBLEMS AND WAYS TO SOLVE THEM

Problem	Solution
Lack of medical knowledge	Teacher participation in medical courses
Lack of specialized materials	Development of local resources (videos, textbooks)
Distance from the clinical environment	Integration with medical faculties

Conclusion

Teaching German in the medical field is the integration of language and profession, and for it to be effective, the complete adaptation of the teacher to the field is necessary. This process requires the teacher's professional development: expanding knowledge, renewing methods, and approaching practice. By becoming an integral part of the medical field, the language teacher can better prepare students for real-world communication.

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