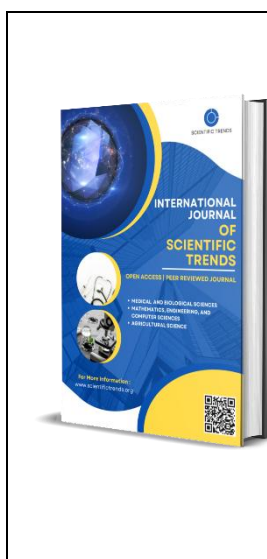


Dialogic Learning as a Tool for Developing Professionally Oriented Foreign Language Communication in Medical Education

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Abstract

The article examines the role of dialogic learning in the development of professionally oriented foreign language communication among medical students. Particular attention is paid to the formation of dialogic and monologic speaking skills within the framework of medical education. The study highlights the importance of dialogue as an interactive pedagogical technology that promotes communicative competence, reduces language barriers, and increases students' motivation. The impact of digitalization and telemedicine on the sustainability of speaking skills is also discussed. The author emphasizes that participation in international scientific events and virtual professional platforms enhances the long-term "survivability" of foreign language communication skills in future physicians.

Keywords: Dialogic learning, medical education, professionally oriented communication, communicative competence, foreign language teaching, digitalization, telemedicine, speaking skills.

Introduction

Conversation is one of the fundamental forms of human interaction. Communication between people implies the ability to conduct a dialogue and represents a complex combination of verbal and non-verbal behavior: tone of voice, manner of speaking, tact, tolerance, and the ability to argue while defending one's point of view or recognizing the validity of the interlocutor's position. In the context of professionally oriented communication within the medical community, this refers to the ability to conduct a substantive discussion using medical terminology accurately and observing appropriate verbal and non-verbal norms.

The preparation of future physicians for communication is carried out at all stages of university education within the framework of humanities, biomedical, and clinical disciplines. Each of these contributes to shaping the model and culture of verbal and non-verbal behavior of a future specialist. The primary expectation of a foreign language course at a medical university is to develop students' readiness for professionally oriented communication in a foreign language. In terms of content, the foreign language course in a medical university is aimed at the balanced

development of reading, writing, and speaking skills, that is, at forming communicative competencies that ensure successful professional self-realization of future medical specialists through professionally oriented oral and written communication.

It is widely accepted that in order to learn to speak a foreign language, students must speak extensively during classes. Structurally, dialogue is more complex than monologic speech. The unit of dialogic (as well as monologic) speech is the speech act. To build successful dialogic speech, one must master a set of specific speech patterns. As a style of communication, dialogue is highly popular in many spheres of human activity. By its nature, it is situational, demands greater attention to content, and is more emotionally colored than monologic speech. Students find dialogue engaging due to the communicative orientation of partners toward each other.

In dialogic communication, as in a game, situations characteristic of students' future professional activities are simulated. This aspect should be used by the teacher to motivate students toward active classroom participation and independent work on speaking skills. Moving away from a linear approach to lesson material and turning to dialogue as a methodological tool, the teacher applies dialogic learning technology. Dialogic learning is interactive learning based on the interaction between teacher and student or among students themselves. Thus, a dialogic situation created in class forms face-to-face communication among all participants in the learning process, which is essential for creating a comfortable communicative environment.

In educational dialogue, both receptive and productive skills are trained. Each participant alternately acts as listener and speaker. Teaching experience shows that some students perceive their partner's remarks well, while others prefer to reproduce speech patterns and may ignore or fail to understand the interlocutor's responses. Therefore, dialogic speech requires additional preparation: independent extracurricular training in receptive skills through repeated listening to authentic speech and practical classroom training in dialogic interaction. If basic textbooks lack audio materials, electronic internet resources can provide significant support for both teachers and students.

Educational conversation, as a type of communicative speaking exercise, can become an academic analogue of real professionally oriented communication. In dialogue based on lesson material, a model of social and speech interaction is formed, fostering cooperation and mutual understanding among colleagues in educational activities that correlate with future professional situations. Dialogue, as a speech product of two or more participants, is characterized by collectivity and variability of information, differences in its evaluation, the use of facial expressions and gestures, and dependence on the communicative environment. The technology of educational dialogue appears to be one of the main technologies of learner-centered education.

Dialogue represents a living communicative environment in which students feel comfortable. The atmosphere of dialogue during practical classes or conferences helps students develop intellectual and emotional qualities. In dialogue, participants search for truth together, agree and disagree, and express emotions. In essence, educational dialogue is a mode of relationships. It develops the ability to listen to a partner, respect their opinion, and cultivate tolerance. Thus, dialogue embodies the most important forms of human relations: mutual respect, mutual enrichment, empathy, and co-creation.

For the long-term sustainability of speaking skills, it is crucial that educational dialogue in the classroom does not remain limited to simulated situations. The best motivation for students'

serious work on speaking is the involvement of domestic and international students in international scientific and practical conferences and their participation in international medical and pharmaceutical forums, where they attend lectures and discussions in English.

The ability of a future physician to conduct dialogue is formed comprehensively within the context of university disciplines. The use of educational dialogue in foreign language classes at medical universities develops a communicative competence essential for professional activity—oral communication. Dialogue at different stages of language training supports students' skills in interpersonal and intercultural communication. The content of students' foreign-language dialogic speech improves with the acquisition of professional (extralinguistic) knowledge in both native and foreign languages. The modern digital educational environment and the digitalization of medicine provide opportunities for self-education and continuous improvement of professionally oriented dialogic skills. Active participation in events on international electronic platforms contributes to the long-term sustainability of foreign-language communication skills.

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