

MEDICAL ENGLISH TEACHING AND LEARNING TECHNIQUES

Candidate of philological science, Associate Professor

Dzharkimbekova Nazikha Karzhaubekovna

South Kazakhstan Medical Academy

Kazakhstan, Shymkent

Annotation

The teachers using multimedia technologies regularly are so dependent on teaching according to this technique that disregard their role as an teacher.

Key words: Multimedia technology, medical students, methods, techniques.

Аннотация

Преподаватели, регулярно использующие мультимедийные технологии, настолько зависят от преподавания по этой методике, что игнорируют свою роль ведущего преподавателя.

Ключевые слова: Мультимедийные технологии, студенты-медики, методы, техники.

Rapid development and extensive use of multimedia technologies play an important role in teaching and learning of medical English. Consequently, at the present time absolutely new methods of teaching and learning English for the medical students have been introduced. Application of multimedia and the Internet technologies in the process of teaching allows to convey huge amount of information of different types and from different fields simultaneously, which helps to form authentic environment of the target language, to enrich material content, and to introduce the lessons of such skills as speaking, writing, reading, auding and translation. [1]. Furthermore, due to abundance of the medical learners in university, the problem of deficiency of the teachers not only of English but of Medicine arises quite often. Methods of application of multimedia computers can facilitate such pressure in teaching of the medical English language. Multimedia technology application is relatively a new impulse in advanced language learning, which contributes to good language knowledge in all aspects. As a rule, multimedia teaching technique has advantage in building a personality oriented model of teaching, drawing interest in the process of teaching to create more vivid atmosphere to use all the learner's potential and increase effectiveness of learning due to enriching the content of material and presenting illustrative examples, which

makes it possible for the teacher to rise in future medics' estimation. However, we cannot ignore an inadequate use of multimedia technologies. English teaching technique with the use of multimedia technologies differ from traditional technique of classroom teaching of language in such subtle points as environment, facilities, resources and modes. First of all, adoption of the I-Net and multimedia technologies in learning English enriches and diversifies the resources of external teaching of language, which promotes active training of the students. On the other hand, the I-Net provides with new facilities of learning medical English for both the students and the teachers, and these facilities make the language more flexible, opportune, interesting, visualized, which makes up-to-date teaching technique more overt, effective and easy for cross-cultural communication. Nevertheless, the problems of medical English teaching methods using multimedia technologies result from automated method of teaching of English, starting from overdependence on multimedia technologies, failure of due information awareness of the teachers and erroneous planning of educative program. Consequently, training efficiency and quality can be increased, as expected, and oriented learning towards student, comes to a standstill in the end. Lack of due potential among the teachers. Though the technique of using multimedia technologies has been applied in language teaching for a long time enough, many problems concerning the teachers do still exist, appealing to solve these problems immediately. The main problem is stated as following: their methods of teaching and curricula have not been developed with regard to multimedia technologies, thus, the content of a study program is at variance with the computer[2]. The potential of multimedia technologies is not used to the full extent. Due to incompetence to focus on the features of each subject, the students are getting more difficult to acquire the good knowledge of complicated points and subtleties from the lecture, as there is too much information offered simultaneously and in a monotonous way. The students' activity is weakened to some extent, as they are overdependent on the computers and study program. Without determination of training objectives, planning and required potential of using multimedia techniques, the learners can easily be lost in

the ocean of information, which can also frustrate their confidence, waste their time, reduce training effectiveness and have their enthusiasm faded in long-run prospect [3]. The teaching technique always oriented towards the teacher must also be promptly adjusted in terms of further adaptation to multimedia-oriented approaches in the process of imparting knowledge to the students. Inappropriate defining teaching programs. The quality of teaching the subject does not meet actual requirements, which is another big problem in teaching technique via multimedia technologies.

Propositions of creating bright prospects draw the direction of higher establishments into educating and advanced training of the teachers and students in the given context. The following propositions concerning solution of the stated above problems deserve consideration: raising of qualification of the teachers in the field of narrow specialization, except the very English; involvement of the overall potential and initiative of the learners in the process of classroom learning with consideration for the use of multimedia technologies; development of effective system of education.

The list of Literature:

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