

# Improving the Role of Communication Skills in the Process of Teaching English to Medical Students

**Akhmedova Dilnoza<sup>1</sup>, Sadikova Dildora<sup>2</sup>**

<sup>1</sup> Researcher, Kokand State Pedagogical institute

<sup>2</sup> Senior teacher, Institute of pharmaceutical education and research (IPER)

## **Abstract:**

The classroom is a complex communication area. Communication processes include verbal, nonverbal, and paraverbal components and are intended to mediate student and instructor conduct. The quality and depth of engagement determine how much influence partners have over others. If it has long been assumed that a teacher's working style and the manner in which they structure their speech are critical to the productivity of their business, the attention is now shifting to how partners pick up mutual interaction and ways of co-participation.

To build communication skills related to the teaching process, we must first identify future demands. This article aims to highlight the significance of the process and its implications.

**Keywords:** Communication skills, teaching-learning process, classroom management.

## **1. Introduction**

Communication competency now encompasses a broader range of knowledge. According to the Council of Europe, communication skills consist of six components: language, socio-linguistic competence, discourse, socio-cultural competence, strategic competence, and social competence. Many authors believe communicative competence to be a global capability that individuals develop through their actions. Effective communication is one of the most important aspects of human life in the society. Modern technology has transformed the world into a global village, emphasizing the importance of this concept. However, communication gaps can limit effectiveness and indicate

collective failure. Our personal experiences suggest that efficient communication is key to the success or failure of organizations in society.

The exact meaning of “communication skills” remains unclear, and detailed information on the content of communication skills education is often lacking. Cegala and Lenzmeier Broz reviewed 26 studies published since 1990 and found little consistency in definitions of communication skills in these studies. These authors note that, in many cases, the instruments used to assess communication effects miss the target of the intervention. We attempt to address this issue in the present study by carefully examining the literature on the assessment of communication skills to identify an appropriate measure for our training issues.

## Methods

Using a certain methodology helps enhance communication skills.

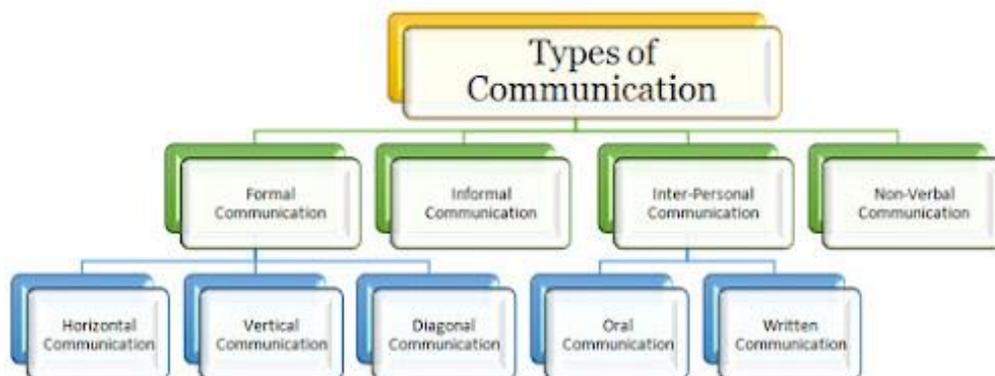
Depending on the context, the concept of competence can be approached from a variety of perspectives. The educational field proposes a special method to this. In science education, there are various definitions of competence:

- Competence is linked to a situation or set of situations, as well as a person's or group's experience. - Skill development involves mobilizing and coordinating a variety of resources, including personal and contextual resources.
- Competence is not predictable and therefore can not be defined a priori; it depends on a person or group of persons, on their own knowledge and understanding the situation. What they imagine can do in this situation, available resources, constraints and obstacles that comes in this situation, are depending of their areas of expertise etc. (Chiş, 2005).

Swami Vivekananda accurately stated, "Education can open all doors to progress." nation's progress depends on the spread of knowledge and intelligence among its population. It is undeniable that if India is to evolve as a powerful and affluent nation, teachers must change their position as actual educators. Education has a crucial role in fostering creativity.

Teachers today aim to provide pupils with comprehensive knowledge and comprehension, enabling them to advance in various fields. It is the teacher's responsibility to enhance the student's ability to question and prepare him to be a critic of modern concerns. The teacher should encourage students to widen their intellectual abilities and develop a speculative mindset to obtain a broader perspective of their surroundings.

Communication can be characterized as Formal, Informal, Inter-personal and Non-verbal communication:



## **1. Formal Communication**

Formal communication means the communication which travels through the formally established channels. In other words, communication which travels through the formal chain of command or lines of hierarchy of authority is called the formal communication. Under it, information is given through the formally designed channel or network. It is designed, controlled and regulated by the management.

## **2. Informal Communication**

Informal communication refers to the communication which takes place on the basis of informal relations between the members of a group. It is personal communication in nature and not a positional communication. It does not flow along with the formal lines of authority or formal chain of command. Even it is not regulated by the formal rules and procedures. Normally, members of informal group use this form of communication in order to share their ideas, views, opinions and other information. There is lack of official instruction for communication. It is not controlled and designed by formal organizational structure. So, it is not used to communicate formal message.

## **3. Inter-personal Communication**

Inter-personal communication is the sharing of information between two or more people face-to-face through any other direct channel. Since communicating parties get face-to-face, so it is two-way communication. Very simply, manager or supervisors give direction and guidance to their subordinates in their presence is the common example of inter-personal communication. Inter-personal communication can be oral or written.

## **4. Non-Verbal Communication**

Communication through postures or gestures of body parts is known as the gestural or non-gestural or non-verbal communication. It is a mode of communication in which anything other than words may be used to transmit message from one person to another. In other words, the communication of information by means of facial expression, body movement, physical contact, gestures, etc. is called non-verbal communication. It is the communication in which neither written nor oral means are used. It is often used to encourage the subordinates like shaking hands, blinking eyes, smiling, clapping etc. It is most powerful means of communication. Good managers always use this type of communication frequently whenever necessary.

Education today aims to modernize and strengthen civilization, contributing to the overall development of society. Education is not only a means of growth, but also an effective and dependable tool for ensuring social fairness in society. It serves as a liberating force in combating poverty and societal barriers to growth. Although education has problems, it has the potential to grow pupils holistically. However, effective communication by teachers is crucial for this. A network of higher education institutions, such as universities, colleges, specialized education institutions, and research institutes, is established.

The English language has been a potent tool for thought and communication since the war for independence, and has contributed to social and economic prosperity. The relevance of English did not decline after independence; rather, it increased dramatically. The nation viewed English as a valuable tool for advancing national interests.

In Uzbekistan, learning and teaching English is an important part of the overall education curriculum at both the primary and university levels. Almost everyone recognizes the importance of English language and communication abilities, not only in school but also in other areas of human activity. Previously, learning a language required hard labor to grasp, repeat, and utilize it correctly, whether speaking or writing. Language learning has become easier with communication and

interactive approaches. The goal is for students to understand concepts and solve problems creatively, rather than memorizing answers.

We propose a qualitative exploratory approach to identify general aspects of teacher communication skills development in Uzbekistan, as the topic is new and there is a lack of significant data to define the problem.

The investigation will be conducted mostly through group interviews. This method captures a worldwide perspective on the importance of communication skills, as well as variances in perception of their causes and provides examples.

After gathering information, we created a customized group interview guide for the group under investigation. The interviews covered topics such as the importance of curriculum changes for communication skills development

- effective teaching methods
- measuring communication skills
- practical application of communication skills in teaching
- suggestions for improving initial and ongoing training to improve student communication skills.

Modern culture has led to major changes in spoken language, with both beneficial and harmful outcomes. As people prioritize functional language above literary language, communication issues arise. Teachers interviewed believe that effective social integration requires students to be able to select, use, communicate, and produce information. Teachers welcomed the new curriculum's emphasis on skill training, practical skills, and autonomy in educational activities, rather than just remembering and reproducing knowledge.

## **Discussions and result**

Empirical findings show that both physicians and patients benefit from the effective use of communication skills. Studies have demonstrated that physicians' communication skills lead to greater therapy adherence and overall satisfaction with care among patients. Another effect frequently described in the literature is a decrease in patients' distress and susceptibility to symptoms of depression or anxiety. Moreover, a decrease in health care utilisation related to physicians' good communication practises has recently been demonstrated. These findings underline the importance of good communication techniques in medical consultations and indicate the need to provide future medical doctors with training in these skills. The first descriptions of communication training emerged in the early 1970s, and the subject is now well established in most medical schools across the US and the UK, as well as some other European countries. However, few studies have been published on communication training for medical students in German-speaking countries, indicating that these programs are yet to be established. This assumption is also reflected in the results from a survey of medical school graduates at seven German universities. In this study, the vast majority of participants rated communication skills essential for their future professional careers, but they also noted that this area revealed the most striking deficits. The significance of communication and social competencies in medical education across German-speaking countries has been emphasized in a recently published consensus statement. The authors provide a comprehensive set of competencies and educational objectives for teaching communication in undergraduate medical education to support the nationwide implementation of these issues in all medical schools. Research suggests that students' communication skills degrade over clinical years, whereas teaching these skills is often disregarded. As a result, one of the primary goals of reformed medical curricula is to create and deliver training to medical students that integrates knowledge and competencies through early clinical experiences. Research on training

during early medical courses is less common compared to postgraduate communication training. Most papers are descriptive, introducing new concepts or exploring students' needs and views. Nonetheless, some data suggests that providing communication skills training to children early in the curriculum is beneficial. The goal of this study was to evaluate the efficiency of newly devised communication training.

## Conclusion

In terms of the need for teacher training regarding adopting a teaching style that contribute to the development of communication skills, interview participants showed that more practice is needed in this situation. Thus, they proposed activities such as: participation in specialized courses, practice in schools on the subject, and applications in summer schools. Through the specific school subjects, through content or features for their teaching-learning activity as a communicational situation, teachers made an inventory of a variety of communication skills developed at students: - using a rich vocabulary; - at list a minimal use of specialized language; - use of language (in the general context of communication);

- use of Information Technology;
- information search skills;
- argumentation skills of personal opinions
- non-verbal skills;
- networking skills in group Teachers appreciate that including in school curricula of specific themes centred on developing communication skills do not automatically lead to develop those skills. To achieve this goal, the new curriculum requires appropriate teaching strategies and consistent teacher training programs. The main goal of this research was to determine the perception of teachers / students on the needs of developing communication skills that underlie the activities of teaching and learning (Muste, 2012).

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