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DISCOURSE COMPETENCE IN THE PROFESSIONAL ACTIVITIES OF DOCTORS

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ABSTRACT

The article interprets the concept of discursive disorders encountered during the practical activities of doctors and its role in the process of oral speech. Using the concepts of Discourse and the scientific opinions of leading scientists, the author's attitude to them is expressed taking into account the Uzbek culture.

Key words: discourse, discursive learning, oral speech, doctor, doctor and patient, discourse marker

INTRODUCTION

In Uzbekistan one of the fastest developing country in Central Asia and opened for the world. Lately thousands of English speaking people coming here. The process and interaction of diagnosing and explaining the disease to patients takes place more in the form of oral speech. In medicine, there is a concept of technical terms. In order for this article provides a solution to the above points, discourse and discourse competence. Communication among practitioners affects health seekers' experiences.

The existence and rise of **English for Medical Purposes** (EMP) in Uzbekistan owes much, of course, to the late twentieth-century emergence of English as the foremost international language of science in general and of medicine in particular (see Taavitsainen 2006; Ferguson 2013 for the history of languages in medicine). The development and dominance of English in medical research is well documented in a number of publications (e. g., Giannoni 2008; Gunnarsson 2009; Boyack et al. 2013; Ioannidis 2014; Van Noorden 2014). (<https://www.degruyter.com/document/doi/10.1515/cercles-2016-5001/html>)

In all modern subjects discourse plays an important role in medicine, and medical discourse in the broadest sense (discourse in and about healing, curing, or therapy; expressions of suffering) has profound significance. Starting from 2012 in Uzbekistan, taking into account the fact that the knowledge of students in foreign languages is at the level of CEFR, new concepts of linguistics (eg: competence, discourse, CLT, ESP) have entered. They have become an indispensable and central problem for the study of linguistics in our modern educational system. For effective communication in a foreign language, the concept of discourse is widely used. Discourse competence implies the ability to understand and interpret linguistic signals while maintaining consistency in oral or written speech. [1]

Discourse is a generalization of the notion of a conversation to any form of communication.[<https://en.wikipedia.org/wiki/Discourse>].

In linguistics, discourse refers to a unit of language longer than a single sentence. The word discourse is derived from the latin prefix dis- meaning “away” and the root word currere meaning “to run”. Discourse, therefore, translates to “run away” and refers to the way that conversations flow. To study discourse is to analyze the use of spoken or written language in a social context.[<https://www.thoughtco.com/discourse-language-term-1690464>]

Face-to-face interaction of patients and physicians remains the focus of what emerged as conversation analysis (CA), mostly within sociology (Heritage & Maynard 2006a,b; Waitzkin 1991).

Context and discourse themes. Learning discourse completely depends on the context, because the conversation involves situational knowledge, except for the words that are just mentioned. Often from the exchange of meanings in oral speech simply can not be distinguished from words, since there are many semantic factors in real communication. Learning discourse ... the context can encompass issues such as basic knowledge or mutual knowledge of the speaker and the listener [6]. (Bloor and Bloor 2013).

Categories of discourse

Discourse can be used to refer to one contexts of the use of language, and in this sense it will be similar to such concepts as a genre or a type of text. For example, we can translate medical discourse (the type of language used in political context) or media discourse (used in mass media) into concepts. In addition, some writers have thought of discourse issues related to clear subjects such as environmental or colonial discursion. Such labels sometimes express a special attitude to any subject (for example, people who are obsessed with protecting the environment usually have to think about protecting the environment rather than wasting resources). In connection with this, Foucault more intuitively defines it as

the practice of regularly forming the objects with which they speak. [7] (Baker and Ellece 2013).

Discourse in Social Sciences. Within the framework of Social Sciences, discourse are mainly used to describe the verbal connections of individuals, in particular, speech, language, and in conversation, analyzing what people do with their speech. [8] “(Ogden 2002). As a general concept, diskurs is a joint activity that requires the active participation of two or more people, and this depends on their life, knowledge, State of contact. Gerbert Clark, a professor at Stanford University, applied the concept of general view to his research on disccourse communication as a way of accounting for various agreements for successful communication. Discourse is more than a message between the doctor and the patient. Clark compares the use of language with a business deal, canoe joint rowing, playing cards or playing music in an orchestra. The general concept in Clark's research is the correct understanding of thought. [9] (Renkema 2004). Proceeding from this, it is important to have at least a theoretical understanding of the diskurs in order to fully and correctly convey to tourists what a specific object, its history, construction, is intended for in the activity of gid-translators. The speech of the doctor, observer explaining to patient a certain diseases will be different. Here lingvoculturology is important as well. The patient perceives doctors' speech within the framework of his culture so we recommend that the doctor have enough knowledge about him to take into account the rules of the language and culture law. If the discourse this is a process, a way of speaking, then the result of such a process becomes text. In this regard, it is proposed that a number of types of speech activity should be called Speech, and not discursive (colloquial, judicial speech).The fact that doctors have a more monological form of speech also indicates that discourse is important.

In addition, discourse competence is very important for the englsih speaking Uzbek doctors. The ability to build holistic, coherent and logical statements (speeches) of different functional styles in oral and written speech,based on the understanding of different texts during reading and listening; includes the choice of linguistic means depending on the type of speech, the state of communication, communicative functions. It focuses on it as a component of communicative competence. [10] Since the stories of the doctors are public and directed to the hearing people, we consider the above definition to be correct, of course, the information on the objects is written (book, guide, historical source, etc.) we mean both to be in the way. In practice, we observed tha doctors sometimes memorized the written text, in its original form convey it to tourists, which does not correspond to the requirements of oral speech, and when communicating

information, the quality of interaction decreases due to misunderstanding. To solve this situation practically requires special preparation. For this reason, discourse competence refers to the skills of understanding and interpreting linguistic signals in ensuring consistency in oral or written speech [1] that is included in the composition of pragmatic competence. In teaching, it is necessary to pay attention to all the elements of discursive: the definition of circumstance, extralinguistic parameters, psychological factors and causes discursive markers perform important functions in oral speech. [11] for future doctors, knowledge of discourse markers is also very important because their discourse must be properly structured, meaningful, understandable to patients. Below we give an example from the practice of English-speaking doctors, who have passed the internship. The examples are reflected in the “Uzbek-English conversation book” compiled by the author

Uzbek language	English language
Salomlashish	Greetings
Assalomu alaykum	Good morning! (Good afternoon. Good evening!)
Assalomu alaykum	Hello!
Mening ismim doktor Fazilat	My name is Dr Fazilat.
Sizning shaxsingiz haqida ba'zi ma'lumotlarni tekshirmoqchiman	I would like to check some information about your personal details.
Familyangizni aytib yuborasizmi?	Can you tell me what your family name is?
Ismingiz nima?	And your first name is?
Boshqa ismingiz ham bormi?	Any other names?
Manzilingiz qanaqa?	Can you tell me what your address is?
Shifoxonaga qachon qabul qilindingiz?	When were you admitted?
Shifoxona raqamingizni bilasizmi?	And do you know your hospital number?
Sizda sug'urta bormi?	Do you have health insurance?
Tugi'lgan yilingiz?	What is your date of birth (DOB)?
Telefon raqamingiz?	Your telephone number?
Oilalangiz bormi yoki yolg'izmisiz?	Are you married or single?
Nima ish qilasiz?	What do you do for living?
Sizni ko'rganimdan xursandman!	Nice to meet you!

O'zini tanishtirish	Introduce oneself
Mening ismim Fazilat Mukhiddinova	My name is Fazilat Mukhiddinova
Men sizning doctoringizman (umumiy amaliyot shifokoringizman)	I am your doctor (General Practitioner)

Mavzuga kirish	Start the conversation
Davolashni ...boshlaymiz	Let's start treatment ...
Davolash.....kun davom etadi	The treatment lasts days
Bugun hamma tahlillarni o'tkazamiz	We're doing all the analysis today
Siz laboratoriyaga borishingiz kerak	You need to go to the lab
Sizga davolash usulini tushuntirib bermoqchiman	I want to explain to you the method of treatment
Gap ...haqida boradi	It's about...
Bizning davolash usulimiz quyidagicha	Our treatment method is as follows
Bugundan muolajalarni boshlaymiz	We start the procedures today
...dan ehtiyot bo'lishingizni so'raymiz	Please be careful from.....
...ga diqqatingizni qaratishingizni so'raymiz	We ask you to pay attention to ...
...xolatida darhol so'rashingizni	... to ask immediately in case

Davolashni boshlash	Start treatment
Sizga bo'yicha davolashni tavsiya etamiz	We recommend you treatment according to...
U quyidagicha amalga oshiriladi	It is done as follows
...davolashnidan boshlaymiz	... we start the treatment from
Hammasi.....boshlandi	It all started
Keling avval ...davolashni tushuntirib beray	Let me first ... explain the treatment
...dan boshlaymiz	Let's start with ...
Eng birinchi....	The first
Shuni aloxida ta'kidlash kerak	It should be noted separately
Buni bilish juda muhim	It is very important to know this
Bu deb xulosa qilishga yordam beradi	This helps to conclude that.....

Davolashning ketma ketligi	Sequence of treatment
Avvalo	First of all
Birinchidan	Firstly
Ikkinchidan	Secondly
Biz...xaqida gaplashdik	We talked about
Endi ... xaqida gaplashamiz	Now let's talk about ...
Oldin	Before
Keyin	Then
natijada	As a result

Tushuntirishni, nutqni tugatish	Explain, end the speech
Xulosada...	In conclusion ...
Oxiridani ta'kidlamoqchiman	Finally, I would like to emphasize
Va nihoyat....	Long last....
Davolashimiz nihoyasiga etdi	Our treatment is over
Menga siz bilan muloqot qilish yoqdi	I enjoyed communicating with you
Yakunda	In the end
Mana shu bilan davolashni yakunlaymiz	That concludes the treatment with this
O'zbekistonga kelganingiz uchun tashakkur!	Thank you for coming to Uzbekistan!
E'tiboringiz uchun raxmat	thank you for your attention

The interpretation performed by the markers represents the speaker's attitude toward the patient or the situation, i.e., the markers analyze, explain, and interpret the guide's speech. We divided the markers by meanings.

Axborot etkazish	Giving information
Xammasi ...dan boshlangan	It all started with ...
Men...ni aytmoqchi edim	I wanted to say ...
Men ba'zi holatlarni aytib berishni xoxlardim	I would like to tell some points....
Xikoya...xaqida ketadi	The story goes on ...
Qiziq narsa aytmoqchi edim	I wanted to say something interesting
Bizni davolashimiz....xaqida bo'ladi	Our treatment will be about...
Davolashda ...nazarda tutamiiz	In treatment ... we mean
Davolashda ...ga e'tibor beramiz	In treatment, we focus on ...

Urg'u berish	Emphasis added
To'g'risini aytganda...	Honestly ...
Xamma gap shundaki...	The whole point is ...
Mana asosiy masala qaerda...	That's where the main issue is ...
Biz bilamizki....	We know
Tarixdan ma'lumki	It is known from history
Shuni aytishimiz kerakki	We have to say that
Shunga e'tibor qaratish kerakki	It is important to note that
E'tibordan xoli emaski...	Not to be overlooked ...
Shubha yo'qki....	There is no doubt
Ushbu dalilni esda tutish kerakki...	It is important to remember this fact ...
Biroq...	But ...
to'liqroq to'xtalish kerakki	it is necessary to stop more fully
Ayniqsa ...haqida bir og'iz so'z aytish kerak	Especially ... I have to say a word about it
Shuni ta'kidlash kerakki	It should be noted that
Yana shu narsani xam esda tutish kerakki...	It is also important to remember that ...

Umumlashtirish	Generalization
Shunday qilib...	And so...
Bir so'z bilan aytganda	In a word

Aniqlash	Determination
Boshqacha aytganda	In other words
Xulosa qilganda	In conclusion
Shunday qilib	And so
Ya'ni	That is
aniqrog'i	more precisely

Shart	Condition
...haqida gapirganda	Speaking of ...
Bu holatda	In this case
Agar...bo'lsa unda biz....	If ... then we
Ya'ni	That is
Aniqrog'i	More precisely

Fikr	Fikr
Menimcha...	I think...
Biz....deb xisoblaymiz	We think
Men o'ylaymanki...	I think ...
Taxminimcha	I guess

Minnatdorchilik	Thanks
...nomidan tashakkur bildiramiz	Thank you on behalf of ...
O'zimni minnatdorchiligimni izhor qilmoqchiman	I want to express my gratitude
E'tiboringiz uchun raxmat	thank you for your attention

Xayrlashish	Goodbye
Ko'rishgunchv	See you
Xayr	Bye bye
Keyingi uchrauvgacha sizga omad tilayman	I wish you good luck until the next meeting

Conclusion

Discourse is a joint activity requiring active participation from two or more people, and as such is dependent on the lives and knowledge of two or more people as well as the situation of the communication itself. Herbert Clark applied the concept of common ground to his discourse studies as a way of accounting for the various agreements that take place in successful communication.

“Discourse is more than a message between sender and receiver. In fact, sender and receiver are metaphors that obfuscate what is really going on in communication. Specific illocutions have to be linked to the message depending on the situation in which discourse takes place...Clark compares language in use with a business transaction, paddling together in a canoe, playing cards or performing music in an orchestra. [<https://www.thoughtco.com/discourse-language-term-1690464>]

In the above cases, we have compiled on the basis of the doctors use before the examination of patients to the hospital. Here in the activity of doctors, we took some markers that we used to partially display and explain.

In the preparation of doctors discourse and its structures are useful in the process of foreign languages practicing and have scientific and practical significance. In the educational literature aimed at the training of doctors and other specialists, discourse did not fully reflect the important process for oral speech, we think that its adequate coverage can positively affect the qualified training of specialists in the field of Medicine.

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