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## USING OF MODERN TEACHING METHODS FOR PROFESSIONAL FORMATION OF MEDICAL STUDENTS

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### ABSTRACT

In recent years, there has been more emphasis on developing critical thinking (e.g., critical thinking and clinical reasoning) processes to tackle the recent trends and challenges in medical education in Uzbekistan. Critical thinking in professional formation teaches tomorrow's doctors to be well trained. Lack of training of critical thinking in medical English curricula causes medical students to use cognitive biases in problem solving which ultimately leads to use professional practice. There is no consensus on the most effective-teaching model to teach the critical thinking skills is not effectively tested in medical schools of Uzbekistan. This chapter will focus on analysis of theory of critical thinking in medical education settings.

**Key words:** clinical thinking, case study, education, foreign languages, Bloom taxonomy, methods.

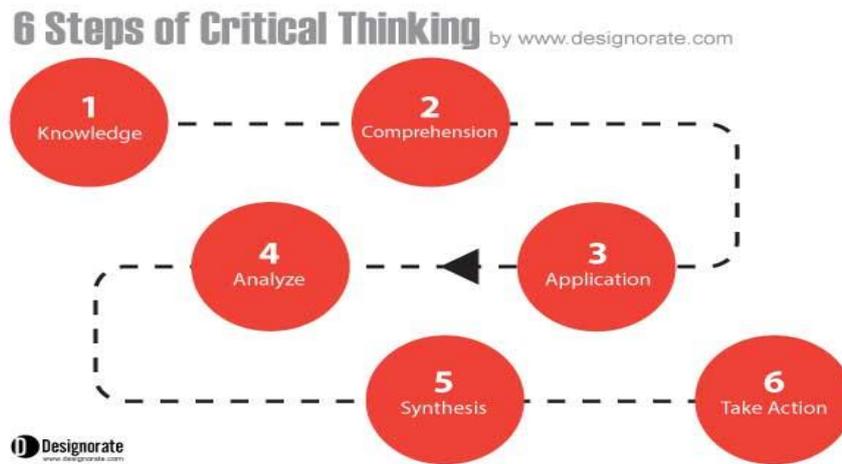
## INTRODUCTION

Achieving a high level of professional competence of the future medical students in the process of ESP teaching is the main goal of our research. It is very important to conduct lessons in support of advanced pedagogical technologies in the preparation of future doctors, which are relevant for the current period. Interactive training is understood as an education based on the human psyche and the interaction between humans. The central place in the activities of the teacher is understood not one student, but a group of students who when discussing the problem, argue with each other, add to their thoughts, inspire each other today puts before the educational system the task of educating a creative person capable of independently receiving, evaluating new information and making appropriate decisions. Interactive techniques can include: 1) evristik conversation, 2) discussion method, 3) brainstorming, 4) round table method, 5) workable game method, 6) practical work competition with their discussion, 7) we brought such technologies as case study. In addition, there are active teaching techniques that are conducted by teachers who are particularly passionate. For medical students is very important to obtain deep knowledge in their subjects. One of the important methods is **Critical thinking** is a skill that is intentionally learned over time, often through practice and the expansion of knowledge. We regularly acquire new knowledge every day that often comes with biases. [1]

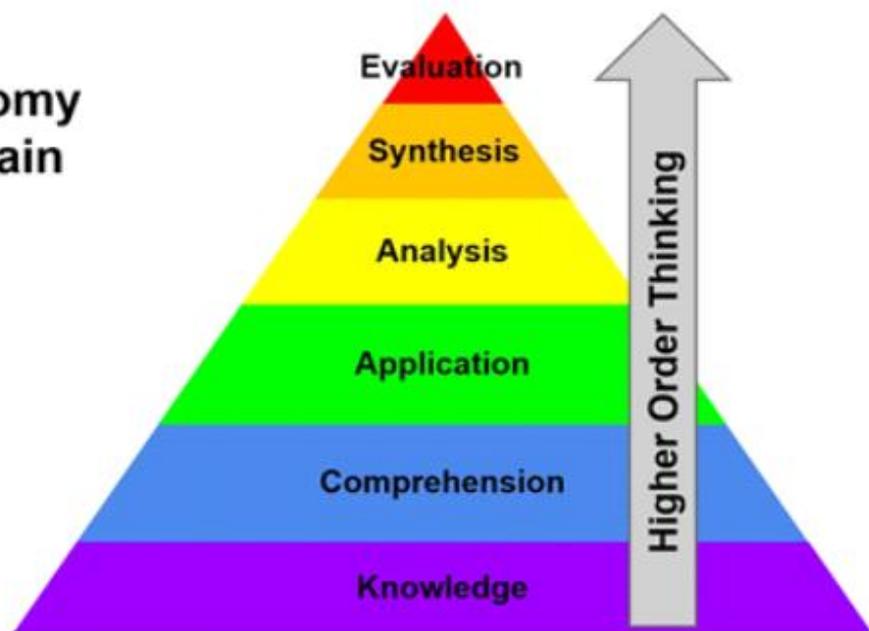
### **Contemporary theories of critical thinking.**

Developing critical thinking through reading and writing is one of the important techniques in teaching vocabulary. The founder of this technology American – Charles Temple, Kurt Meredith, Ginny Still, Dona Ogle. Critical thinking means curiosity in children, the methods of expressing one's opinion on a particular question, protecting its logical conclusions are understood.

**Stages of development of critical thinking**



**Bloom's Taxonomy  
Cognitive Domain**



This teaches students to be more observant and inform about incomes/outcomes. When students think critically, they are encouraged to think for themselves, to question hypotheses, to analyze and synthesize the events, to go one-step further by developing new hypotheses and test them against the facts. Questioning is the cornerstone of critical thinking which in turn is the source of knowledge formation and as such should be taught as a framework for all learning. Students are frequently conditioned in their approach to learning by experiences in teacher-cantered, textbook-driven classrooms (Sharma & Elbow 2000). [2]



# The Ultimate Cheatsheet for Critical Thinking

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!



|              |   |  |
|--------------|---|--|
| <b>Who</b>   | <ul style="list-style-type: none"> <li>... benefits from this?</li> <li>... is this harmful to?</li> <li>... makes decisions about this?</li> <li>... is most directly affected?</li> </ul>   | <ul style="list-style-type: none"> <li>... have you also heard discuss this?</li> <li>... would be the best person to consult?</li> <li>... will be the key people in this?</li> <li>... deserves recognition for this?</li> </ul> |
| <b>What</b>  | <ul style="list-style-type: none"> <li>... are the strengths/weaknesses?</li> <li>... is another perspective?</li> <li>... is another alternative?</li> <li>... would be a counter-argument?</li> </ul>   | <ul style="list-style-type: none"> <li>... is the best/worst case scenario?</li> <li>... is most/least important?</li> <li>... can we do to make a positive change?</li> <li>... is getting in the way of our action?</li> </ul>   |
| <b>Where</b> | <ul style="list-style-type: none"> <li>... would we see this in the real world?</li> <li>... are there similar concepts/situations?</li> <li>... is there the most need for this?</li> <li>... in the world would this be a problem?</li> </ul> | <ul style="list-style-type: none"> <li>... can we get more information?</li> <li>... do we go for help with this?</li> <li>... will this idea take us?</li> <li>... are the areas for improvement?</li> </ul>                      |
| <b>When</b>  | <ul style="list-style-type: none"> <li>... is this acceptable/unacceptable?</li> <li>... would this benefit our society?</li> <li>... would this cause a problem?</li> <li>... is the best time to take action?</li> </ul>                      | <ul style="list-style-type: none"> <li>... will we know we've succeeded?</li> <li>... has this played a part in our history?</li> <li>... can we expect this to change?</li> <li>... should we ask for help with this?</li> </ul>  |
| <b>Why</b>   | <ul style="list-style-type: none"> <li>... is this a problem/challenge?</li> <li>... is it relevant to me/others?</li> <li>... is this the best/worst scenario?</li> <li>... are people influenced by this?</li> </ul>                          | <ul style="list-style-type: none"> <li>... should people know about this?</li> <li>... has it been this way for so long?</li> <li>... have we allowed this to happen?</li> <li>... is there a need for this today?</li> </ul>      |
| <b>How</b>   | <ul style="list-style-type: none"> <li>... is this similar to _____?</li> <li>... does this disrupt things?</li> <li>... do we know the truth about this?</li> <li>... will we approach this safely?</li> </ul>                                 | <ul style="list-style-type: none"> <li>... does this benefit us/others?</li> <li>... does this harm us/others?</li> <li>... do we see this in the future?</li> <li>... can we change this for our good?</li> </ul>                 |

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# CRITICAL THINKING SKILLS

|  |   |  |   |   |
|--|---|--|---|---|
| <p><b>1</b></p> <p><b>Knowledge</b></p> <p>Identification and recall of information</p>          | <p>define<br/>fill in the blank<br/>list<br/>identify</p>                 | <p>label<br/>locate<br/>match<br/>memorize</p>                                 | <p>name<br/>recall<br/>spell</p>  | <p>state<br/>tell<br/>underline</p>                           |
|  | Who _____ ?   |  | How _____ ?   |   |
|  | What _____ ?  |  | Describe _____ ?  |   |
|  | Where _____ ?   |  | What is _____ ?   |   |
|  | When _____ ?  |  |   |   |
| <p><b>2</b></p> <p><b>Comprehension</b></p> <p>Organization and selection of facts and ideas</p> | <p>convert<br/>describe<br/>explain</p>                                   | <p>interpret<br/>paraphrase<br/>put in order</p>                               | <p>restate<br/>retell in your own words<br/>rewrite</p>                             | <p>summarize<br/>trace<br/>translate</p>                      |
|  | Re-tell _____ in your own words.  |  | What differences exist between _____ ?  |   |
|  | What is the main idea of _____ ?  |  | Can you write a brief outline?  |   |
| <p><b>3</b></p> <p><b>Application</b></p> <p>Use of facts, rules and principles</p>              | <p>apply<br/>compute<br/>conclude</p>                                     | <p>demonstrate<br/>determine<br/>draw</p>                                      | <p>give an example<br/>illustrate<br/>make</p>                                      | <p>show<br/>solve<br/>state a rule or principle<br/>use</p>   |
|  | How is _____ an example of _____ ?  |  | Do you know of another instance where _____ ?                                       |   |
|  | How is _____ related to _____ ?   |  | Could this have happened in _____ ?   |   |
|  | Why is _____ significant?   |  |   |   |
| <p><b>4</b></p> <p><b>Analysis</b></p> <p>Separating a whole into component parts</p>            | <p>analyze<br/>categorize<br/>classify<br/>compare</p>                    | <p>contrast<br/>debate<br/>deduct<br/>determine the factors</p>                | <p>diagram<br/>differentiate<br/>dissect<br/>distinguish</p>                        | <p>examine<br/>infer<br/>specify</p>                          |
|  | What are the parts or features of _____ ?                                 |  | How does _____ compare/contrast with _____ ?  |   |
|  | Classify _____ according to _____.  |  | What evidence can you present for _____ ?   |   |
|  | Outline/diagram/web/map _____.  |  |   |   |
| <p><b>5</b></p> <p><b>Synthesis</b></p> <p>Combining ideas to form a new whole</p>               | <p>change<br/>combine<br/>compose<br/>construct<br/>create<br/>design</p> | <p>find an unusual way<br/>formulate<br/>generate<br/>invent<br/>originate</p> | <p>predict<br/>pretend<br/>produce<br/>rearrange<br/>reconstruct<br/>reorganize</p> | <p>revise<br/>suggest<br/>suppose<br/>visualize<br/>write</p> |
|  | What would you predict/infer from _____ ?                                 |  | What solutions would you suggest for _____ ?  |   |
|  | What ideas can you add to _____ ?   |  | What might happen if you combined _____ with _____ ?                                |   |
|  | How would you create/design a new _____ ?                                 |  |   |   |
| <p><b>6</b></p> <p><b>Evaluation</b></p> <p>Developing opinions, judgements or decisions</p>     | <p>appraise<br/>choose<br/>compare<br/>conclude</p>                       | <p>decide<br/>defend<br/>evaluate<br/>give your opinion</p>                    | <p>judge<br/>justify<br/>prioritize<br/>rank</p>                                    | <p>rate<br/>select<br/>support<br/>value</p>                  |
|  | Do you agree that _____ ? Explain.  |  | Prioritize _____ according to _____ ?   |   |
|  | What do you think about _____ ?   |  | How would you decide about _____ ?  |   |
|  | What is most important?   |  | What criteria would you use to assess _____ ?                                       |   |

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The concepts of teaching technologies. [3]

**Table 1****We have defined three steps of critical thinking**

| <b>Call</b>  | <b>Understanding</b>  | <b>Thinking</b>  |
|--|---|--|
| 1. Communicate new information with known ones.  | 1. Interest and inertia of movement created during the call phase.                | 1. Students are obliged to try to express new thoughts and information in their own words. |
| 2. Student engagement  | 2. The application of the aspirations of students to observe their understanding. | 2. Live exchange of ideas is achieved.   |
| 3. There will be interest in studying the proposed topic and the purpose will be determined. | 3. Leads to an understanding of the new instructional material.                   | 3. Express the concepts in their own words.  |

Information technologies used in in Tashkent Medical Academy educational process include electronic textbooks, multimedia system, Electronic Library, Internal Network, Internet, database, electronic whiteboard, cameras for distance learning, teleconferencing system.

**Table 2.****Critical thinking development strategies**

| <b>Strategies used in the promotion phase</b>   | <b>Strategies used in the awareness phase</b>  | <b>Strategies used in the thinking phase</b>  |
|---|--|---|
| Free writing.<br>The cluster.<br>Brainstorm.<br>B-B-B drawing.<br>A series of confusing logical chains.<br>Analysis of semantic properties. | Analysis of semantic properties.<br>B-B-B drawing.<br>Instruction manual.<br>Teach each other.<br>Ask each other.<br>Two-part Diaries. | The most basic concepts, repetition.<br>T-graph.<br>Concert table.<br>Venn diagram.<br>Lily flower.<br>Five-minute essay.<br>Ten minute essay |

The use of these technical courses requires more knowledge, skill from the teacher. He will have to work harder on himself and will be searched. A new method that is currently actively trying to apply is the HIMES system

(<https://hemis.tma.uz/dashboard/login>) an app that organizes training and online classes on the website. [4] This is produced to dispense a constructive look at project education. This method gives students an interest in and productivity in mastering the teaching material well, composing texts and mastering oral speech. In the promotion phase of Blum Cube technologies we use Brainstorm, cluster, in the awareness phase –insert, fat and lean questions, Bloom chamomile. Cinquain, - telegram, - snowstorm and others are effective at the stage of reflection

In addition, the effect of the lesson as small groups of students were examined.

Technology for working in small groups:

- 1 .Problem solving by teacher and student (with the verbs to be, to become).
2. The use of video material or slide when students express their thoughts. (In hospital and around)

Preparation for a role-playing game in small groups and its application in front of the whole group. (In hospital and around);

The advantages of working in small groups are:

1. Students will have the opportunity to learn knowledge from each other.
2. All students are required to actively participate in the lesson.
3. Creates students' ability to work in groups.
4. All participants' opinions are guaranteed to be different.
5. Independent thinking of the student develops.

Role game method is related to the purpose of the lesson.

**Role games have the following positive aspects:**

- a) Increased interest in activities in students participating in natural speaking situations (Hospital departments);
- b) Participants improve their qualifications in natural working situations (Hospital departments);

When conducting role games, the teacher is required to perform the following tasks:

- 1) To determine what students learn during role-playing games.
- 2) Find simple cases to consider situations.

- 3) Explain and evaluate what needs to be done to the participant and the observers.
- 4) Participation in the discussion of important features of the game.
- 5) To draw the conclusion of what the participants learned.

Here it will be necessary not only to assess the knowledge of the students, but also to determine to what extent the teachers themselves are qualified.

We use this method with the text **“The hospital team”** [5]

### **Verbs for describing jobs**

Complete these descriptions of jobs with the verbs below, and match each one with a job from Scrub up.

|          |          |             |
|----------|----------|-------------|
| Moves    | performs | specializes |
| Gives    | examines | prepares    |
| Supports | treats   | takes       |
| Delivers |          |             |

1 A pediatrician treats children.

2 A \_\_\_\_\_ attends births and \_\_\_\_\_ babies

3 A \_\_\_\_\_ \_\_\_\_\_ in illnesses of the heart and blood vessels

4 A \_\_\_\_\_ \_\_\_\_\_ equipment, furniture, patients, etc. around the hospital.

5 A \_\_\_\_\_ \_\_\_\_\_ x-rays and other images.

6 A \_\_\_\_\_ \_\_\_\_\_ surgeons in the operating theatre.

7 A \_\_\_\_\_ \_\_\_\_\_ medicines to give to medical staff or patients

8 A \_\_\_\_\_ responds to emergencies and \_\_\_\_\_ first aid

9 A \_\_\_\_\_ \_\_\_\_\_ operations.

10 A \_\_\_\_\_ \_\_\_\_\_ samples and tissues under a microscope.

This kind of exercises help students to obtain deep knowledge and learn to be attentive and more observant.

**Methodology of critical thinking.** Busy teacher web site [6] recommends 8 critical thinking activities which is very useful in our teaching process.

#### **1. Ask Questions.**

For example: *How do feel about interviews? Are you good at them?*

*When was your last interview? What was it for? How did it go?*

By asking these questions, you challenge your student to think about his thinking. At the same time, you provide an opportunity for him to use English to express his ideas.

## **2. Open Ended Questions**

In classes like grammar, one answer to a question is usually the right one.

*Are you a scrub nurse?*

*If you were a scrub nurse in a hospital and worked the night shift how would your life be different? How would you balance study and work?*

Encourage this type of thinking and expression and your students will benefit in more ways than one.

## **3. Give a Minute**

When we ask question, giving our students a few minutes to think before they have to answer can mean the difference between a short easy answer and one that comes from serious thought. Simply count to sixty after asking a question to give your students a chance to think before they answer. We also teach our students phrases like, “*Can I have a minute to think...Give me just a minute*” when they would like time to process their ideas.

## **4. Encourage More**

For students of English as a second language, giving a quick answer is often appealing. *Do you try to keep up to date with current developments in medicine? How? After they answer we ask.*

Tell me more about that. *What else do you think? Why is that good/bad/scary/difficult/or not? What part is most interesting to you? Why?*

Asking these questions challenges your students to say more.

## **5. Provide Scaffolds**

When learning something new or tackling a new problem, all people sometimes need support. You can support your ESL students as they are learning new skills by giving them tools to help them.

## **6. Encourage Argument**

Encouraging argument does not mean letting your students go for one another's throats. Critical thinking means being able to make an argument for your beliefs or opinions. You can encourage your students to express logical and reasonable supports for their opinions during discussions and for writing assignments. Doing so will help them think analytically which is part of thinking critically. Have students give reasons or examples that support their ideas, and they will learn to support their arguments naturally.

## **7. Make Predictions.**

Making predictions is a tool that is quite useful in the ESL classroom. *Where would you like to work in future?* You can ask your students to take a guess at what comes next in reading assignments (fiction, essays, informational articles) as well as video segments you play in class (movies, television shows, recorded dialogues).

## **8. Take Two Sides**

Thinking about both sides of an argument will challenge your students to think beyond their own opinions and beliefs. A simple way to do this is to take a controversial statement and challenge your students to list some reasons in support of the statement as well as some reasons against it.

## **Conclusion.**

It is worthwhile to carry out this method for 4 days for 6 hours in a month. In each lesson, there will be a dialogue based on vocabulary and vocabulary, and as a result, 1200 words can be memorized. This method can also be used in distance education. Since March 2019, distance learning has been established in higher educational institutions of Uzbekistan. In conclusion, when we say so, our goal is to form professional English speaker students in the educational process. In Tashkent Medical Academy attitudes of the faculty members, planners and curriculum in formulating strategic plans for goals and content, and also teaching and evaluation methods for curricula and attention to the importance and necessity of developing professional competence at different levels of medical education.

Using British National Corpus (BNC) [9] and Corpus of Contemporary American English (COCA) [10] language in medical English language teaching classes is seen very perspective.

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