



## Integrated approach to developing professional competence of medical students

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### ABSTRACT

The article focuses on the theoretical importance of improving the professional competence of medical students who study English as a foreign language and some principles of developing professional competence based on the integrated approach. The article describes essential components of the integrated approach, such as curriculum design, teaching, and learning methods, assessment, and faculty development. The article also discusses the benefits and challenges of implementing an integrated approach and presents some successful examples.

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## Tibbiyot sohasi talabalarining kasbiy kompetensiyasini rivojlantirishda integrallashgan yondashuv

### ANNOTATSIYA

#### Kalit so'zlar:

ingliz tili (EFL),  
professional kompetentsiya,  
integratsiyalashgan  
yondashuv,  
o'quv jarayoni,  
talabalar,  
tibbiyot muassasasi.

Maqola ingliz tilini chet tili sifatida o'rganayotgan tibbiyot sohasi talabalarining kasbiy kompetensiyasini oshirishning nazariy ahamiyatiga hamda kompleks yondashuv asosida kasbiy kompetensiyani shakllantirishning ayrim tamoyillariga bag'ishlangan. Maqolada o'quv dasturlarini ishlab chiqish, o'qitish jarayoni va usullari, baholash va o'qituvchining malakasini oshirish kabi kompleks yondashuvning asosiy tarkibiy qismlari tasvirlangan. Maqolada, shuningdek, integratsiyalashgan yondashuvni amalga oshirishning afzalliklari va qiyinchiliklari muhokama qilinadi va ba'zi muvaffaqiyatli misollar keltirilgan.

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# Комплексный подход к развитию профессиональной компетентности студентов-медиков

## АННОТАЦИЯ

### Ключевые слова:

английский язык (EFL),  
профессиональная  
компетентность,  
комплексный подход,  
учебный процесс,  
студенты,  
медицинский вуз.

Статья посвящена теоретической важности повышения профессиональной компетентности студентов-медиков, изучающих английский язык как иностранный, и некоторым принципам формирования профессиональной компетентности на основе комплексного подхода. В статье описываются основные компоненты комплексного подхода, такие как разработка учебного плана, методы преподавания и обучения, оценивание и повышение квалификации преподавателей. В статье также обсуждаются преимущества и проблемы внедрения комплексного подхода и приводятся некоторые успешные примеры.

**Introduction.** In recent years, the world has witnessed significant developments in the field of medicine, which have necessitated a corresponding improvement in medical education. Medical education aims to prepare students for the challenges of the healthcare sector and equip them with the knowledge and skills required to provide quality healthcare services to patients. Developing professional competence is, therefore, an essential component of medical education. However, teaching medical students in English as a foreign language (EFL) context presents unique challenges that must be addressed to ensure that students acquire the necessary competencies. This article aims to discuss the principles of developing professional competence of medical students in an EFL context.

The competence of healthcare professionals has become an essential requirement for healthcare systems worldwide. Medical students need to develop the necessary competencies to provide effective healthcare services to patients. In recent years, there has been a growing emphasis on the need for an integrated approach to developing the professional competence of medical students. The integrated approach involves various teaching and learning methods and focuses on enhancing the integration of knowledge, skills, and attitudes that are necessary for competent medical practice.

**Literature review.** The Importance of Professional Competence in Medical Education Professional competence refers to the knowledge, skills, attitudes, and values required to perform a specific job effectively. In medical education, professional competence includes clinical skills, communication skills, ethical and legal principles, and patient-centered care. Developing professional competence is essential in medical education because it prepares students to provide quality healthcare services and meets the evolving needs of the healthcare sector [2]. Competent healthcare professionals can make critical decisions that affect the lives of their patients and can contribute to the overall quality of healthcare services.

The integrated approach to language teaching and medical education is analyzed, and the essential components of this approach are outlined. The article focuses on the importance of developing English language skills alongside the acquisition of medical knowledge and skills. The principles of teaching medical English are described, and the advantages and challenges of integrating language and medical education are discussed.

The article concludes that the integrated approach to teaching medical English is an effective way of developing the professional competence of medical students in an EFL context.

**Research Methodology.** Teaching Medical Students in an EFL Context Teaching medical students in an EFL context presents unique challenges that must be addressed to ensure that students acquire the necessary competencies. The primary challenge is that medical terminology is complex and specific, making it difficult for students to understand and use it accurately. Moreover, students may have different levels of English proficiency, which can affect their ability to comprehend and communicate medical information effectively. The following principles should be considered when developing the professional competence of medical students in an EFL context to overcome these challenges:

1. Curriculum Design: The curriculum must be designed to meet the needs of EFL medical students. This can be achieved by incorporating English language training into the curriculum and ensuring that medical terminology is taught in a clear and concise manner. The curriculum should also include practical sessions and clinical rotations to provide students with hands-on experience.

2. Active Learning: Active learning methodologies, such as problem-based learning and case studies, can be used to enhance student engagement and facilitate the acquisition of professional competence. These methods provide opportunities for students to apply their knowledge and skills to real-world scenarios, promoting critical thinking and problem-solving skills.

3. Feedback and Assessment: Feedback and assessment are essential components of developing professional competence. Students must receive regular feedback on their performance to identify areas for improvement and reinforce their strengths. Assessment should be designed to test students' understanding of medical concepts and their ability to apply them in clinical settings.

4. Language Support: Language support should be provided to students to help them improve their English language proficiency. This can be achieved by offering language courses and providing access to English language resources. Language support can also be provided by assigning mentors or language tutors to work with students individually or in small groups. Developing professional competence is an essential component of medical education, and teaching medical students in an EFL context presents unique challenges that must be addressed to ensure that students acquire the necessary competencies. Curriculum design, active learning, feedback and assessment, and language support are the principles that should be considered when developing the professional competence of medical students in an EFL context [3]. By adhering to these principles, medical schools can prepare competent healthcare professionals who can provide quality healthcare services to patients.

Regarding the language of medicine in Karakalpak, there isn't currently widely accepted terminology used in medical publications. In the past, popular terms were used in some medical articles, but this practice has lost its justification, as these publications are written by professionals. Additionally, Karakalpak medical terms have been largely forgotten or replaced by Greco-Latin terms preferred by doctors. Due to the increasing impact of English as an international language of medicine, many anglicized terms have been introduced. Therefore, the Karakalpak medical language is a disorganized

combination of Greco-Latin and anglicized terms. This situation is not unique to Karakalpak but applies to other languages with limited diffusion, as medical terminology is primarily based on Latin, but English has recently had a significant influence at all language levels. Today, English for specific purposes (ESP) is considered a necessity and has greater practical value than English for general purposes.

**Results and Discussion.** Furthermore, it is noted that it is important to analyze the similarities and differences between medical borrowed words and expressions in English and Karakalpak. Since medicine has a long history, it's clear that various nations have played a role in its development, resulting in the creation of specific medical terminology to describe new discoveries and concepts. The purpose of this article is to emphasize the linguistic contributions made by several foreign medical languages to Medical English.

The integrated approach requires a student-centered and competency-based curriculum design that emphasizes the integration of basic and clinical sciences, professionalism, and communication skills [5]. The curriculum should be designed to provide opportunities for active and experiential learning, interdisciplinary collaboration, and community engagement. The curriculum design should be flexible to accommodate the diverse learning needs and preferences of medical students.

The integrated approach employs various teaching and learning methods that promote active and collaborative learning, such as problem-based learning, team-based learning, case-based learning, and simulation-based learning. These methods provide opportunities for students to apply their knowledge and skills in real-life situations, work in teams, and receive feedback from their peers and instructors. The integrated approach also emphasizes the use of technology, such as virtual reality, to enhance the learning experience and provide more significant opportunities for practice. The integrated approach **requires** a competency-based assessment that assesses the knowledge, skills, and attitudes required for competent medical practice [4]. The assessment should be aligned with the curriculum design and teaching and learning methods and should include formative and summative assessments. The assessment should also provide feedback to students to help them improve their performance.

The integrated approach requires faculty development to enhance the competencies of medical educators and improve the quality of teaching and learning [8]. Faculty development should include training on competency-based education, teaching and learning methods, assessment, and the use of technology [6, 7]. Faculty development should also include opportunities for faculty members to collaborate, share their experiences and best practices, and receive feedback and support. The integrated approach has several **benefits**, such as promoting the integration of knowledge, skills, and attitudes, enhancing the relevance and effectiveness of medical education, improving the quality of healthcare services, and increasing the satisfaction of medical students, faculty members, and patients. However, the integrated approach also faces several challenges, such as resistance to change, lack of resources, and the need for faculty development.

Several medical institutions have successfully implemented an integrated approach to developing the professional competence of medical students. For example, the University of Calgary's Cumming School of Medicine in Canada has implemented a competency-based medical education program that emphasizes the integration of basic and clinical sciences, inter-professional collaboration, and community engagement.

The program uses various teaching and learning methods, such as problem-based learning and simulation-based learning, and employs a competency-based assessment. The program has received positive feedback from students, faculty members, and healthcare professionals. Studies have shown that an integrated approach can enhance knowledge retention, clinical reasoning, and decision-making abilities among medical students [1].

**Conclusion.** Thus, the rapid development of medical science and the globalization of medical practice have created a growing need for medical professionals to be proficient in English. In countries where English is not the native language, medical students must be trained to communicate effectively in English while acquiring the necessary medical knowledge and skills. An integrated approach to medical education can enhance the professional competence of medical students by providing a comprehensive and coherent learning experience. Future research should focus on evaluating the effectiveness of different integrated programs and identifying the best practices for developing professional competence among medical students.

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