

Znamenska I.V., Kostenko V.G., Solohor I.M.
Poltava State Medical University, Poltava, Ukraine

ROLE OF TECHNICAL PRESENTATIONS IN FACILITATING THE ACQUISITION OF MEDICAL TERMINOLOGY AND DEVELOPMENT OF PROFESSIONAL MEDICAL SKILLS FOR MEDICAL STUDENTS LEARNING ENGLISH AS A FOREIGN LANGUAGE

У статті досліджується ефективність технічних презентацій як навчального інструменту для покращення навчального процесу студентів-медиків, які вивчають англійську мову як іноземну. Завдяки використанню наочних посібників, інтерактивних вправ та контекстно-орієнтованих методів навчання технічні презентації слугують платформою для студентів, що дозволяє їм працювати з медичною термінологією та розвивати важливі професійні навички. Крім того, у статті підкреслюються переваги симуляції сценаріїв пацієнтів, інтеграції технологій та крос-культурної компетентності для покращення навчального процесу.

Ключові слова: *технічні презентації, навчальний процес, інтерактивні вправи, медична термінологія.*

The present article investigates the efficacy of technical presentations as an instructional tool to enhance the learning experience of medical students who are learning English as a foreign language. By utilizing visual aids, interactive activities, and context-based learning methods, technical presentations serve as a platform for students to engage with medical terminology and develop crucial professional skills. Furthermore, the article emphasizes the advantages of simulated patient scenarios, technology integration, and cross-cultural competence in enhancing the learning experience.

Key words: *technical presentations, educational process, interactive exercises, medical terminology.*

Medical education is fundamental in training future healthcare professionals. With an increasingly diverse global landscape, it is more crucial than ever to accommodate non-native English-speaking students. The students encounter the challenge of learning medical terminology and developing professional medical skills while concurrently mastering a foreign language. This article is devoted to the using of technical presentations as an instructional approach to enhance the learning experience and bridge the gap for medical students.

Technical presentations, such as diagrams, charts, and multimedia content, aid in facilitating the understanding and retention of medical terminology. These visual representations provide a clear and concise method of conveying complex medical concepts, thus aiding in the comprehension of terminology for non-native English speakers [1, 3]. It is an objective means of teaching and helps students learn more effectively.



Picture 1. Occupational Hearing Loss: Causes, Signs and Symptoms, Forms, Treatment, Complications, and Prevention

Technical presentations promote active student participation through interactive activities, fostering engagement and facilitating the assimilation of medical terminology. Students can engage actively with the presented information, perform hands-on tasks, and participate in-group discussions, enabling a greater understanding and retention of the studied themes. The educational materials comprise fundamental subjects, including "Cardiovascular System and its Disorders", "Etiology and Clinical Manifestations of Gastric Diseases", "Anatomy and Physiology of Endocrine System", "Sensory System and Ear Disorders" (*Picture 1*), "Immune System", "Medical Examination", "Case History" and others. Technical terminologies are explained when introduced, and the information follows a logical progression of ideas with causal connections. The language used in the materials is formal, clear, objective, and value-neutral. Biases are avoided, and precise word choices are employed to convey meanings accurately.

Technical presentations frequently include genuine medical situations and case studies, providing students with a way to contextualize medical language within relevant clinical contexts. This contextualization enhances students' ability to grasp and utilize medical terms in practical settings, thus bridging the gap between theory and practice. Through participating in role-playing exercises, students can enhance their communication skills, cultivate empathy in patient interactions, and gain proficiency in conveying intricate medical information with clarity and cultural sensitivity [2, 4].

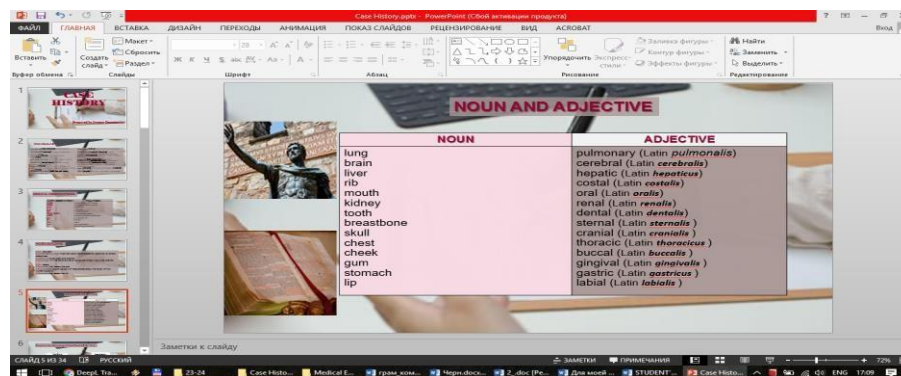
Moreover, introducing interactive simulations and virtual patient encounters into technical presentations can furnish learners with valuable practical training in a supervised educational setting. This engaging approach enables them to emulate genuine clinical scenarios, arrive at crucial decisions, and augment their clinical assessment skills. Additionally, practitioners of medicine or healthcare professionals may serve as valuable guest speakers to provide insights and firsthand experiences from their respective fields. Their expertise can supplement theoretical knowledge, thereby enhancing students' understanding of medical terminology and its practical application. Additionally, cultivating a collaborative learning environment via group activities and discussions can facilitate peer-to-peer learning and the exchange of

diverse perspectives. This collaborative approach not only improves comprehension but also nurtures teamwork skills, which are vital in the medical sector. Overall, a comprehensive approach incorporating real-life scenarios, interactive simulations, expert guest speakers, and cooperative learning sessions can greatly enhance students' learning experiences in medical technical presentations. This all-encompassing approach guarantees that students not only acquire medical terminology, but also cultivate practical skills that are essential for clinical practice success.

The presentations' content can enhance the development of clinical decisionmaking abilities by providing realistic patient scenarios for students to simulate. This can refine students' diagnostic and treatment skills, cultivate critical thinking, and boost their confidence in making sound clinical decisions.

The conjunction of online resources and mobile applications furnishes medical students with autonomous learning prospects, granting them the chance to strengthen their grasp of medical terminology away from lecture halls. These resources are able to furnish interactive quizzes, flashcards, and multimedia content, consequently amplifying engagement and retention levels.

Virtual simulations and interactive platforms offer immersive learning experiences, enabling learners to develop their medical skills in a controlled setting. Technical abbreviations such as MRI, CT scan and ECG are explained when first used, with a balanced and objective tone maintained throughout. Consistent citation is adhered to using a clear footnote style and formatting features. These technologies provide true-to-life scenarios that replicate patient encounters, medical procedures and diagnostic assessments. The language selected is formal, free from inaccurate terminology and grammatically correct. The text structure is logical and the sections are clearly marked with factual and unambiguous headings.



Picture 2. Original English Nouns and Corresponding Adjectives with Latin or Greek Stems

In medical English the technical presentations are essential for utilizing Latin or Greek medical terms effectively (Picture 2). Their significance is due to clarity, precision, and interactive learning. In medical English, where accuracy is vital, technical presentations provide a medium for the precise and unambiguous use of Latin or Greek medical terms. Presenters can use visual aids such as charts and

diagrams to reinforce the meaning of terms, promoting clarity for the audience. Technical presentations often incorporate interactive learning, including activities, discussions and hands-on tasks, which help students engage with Latin and Greek medical terms, reinforcing their understanding through practical application. Interactive features such as quizzes, case studies or group discussions can focus on these medical terms.

Developing cross-cultural competency is an essential aspect for medical students who are learning English as a foreign language. Technical presentations and educational programs should include training on effective cross-cultural communication to promote cultural sensitivity, and to enable students to navigate language barriers and diverse patient populations with respect and the competence expected of a professional.

University educators can establish an inclusive educational setting that recognizes and appreciates a range of backgrounds and experiences. By celebrating cultural variety and fostering a nurturing ambiance, pupils are encouraged to express their distinctive viewpoints and enrich their comprehensive learning.

The acquisition of medical terminology, as well as the development of professional medical skills for non-native English-speaking medical students, can be enhanced significantly through a combination of technical presentations, technology integration, and cross-cultural competency. By incorporating visual aids, educators can create an engaging and effective learning experience using interactive and context-based learning methods. This study underscores the significance of inventive teaching methods and presents opportunities for further investigation in order to enhance academic achievements in medical education for international students with limited English proficiency.

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