

## ENHANCING ORAL PROFICIENCY IN THE COURSE OF ENGLISH FOR SPECIAL PURPOSES (DENTISTRY)

*Effective communication is indispensable in the field of dentistry, not only within the academic realm but also in the international relationships between dental professionals and their patients. Academic communication hones skills required for research sharing, overseas internships, exchange programs, and international conferences. Patient-dentist communication, a critical aspect in clinical practice, encompasses both verbal and non-verbal techniques. This article examines current approaches and nuances in developing speaking skills among dental students. Teaching monologic and dialogic speaking in English necessitates adherence to principles of accessibility, systematicity, and interdisciplinary connections. Various methods, such as role-playing, brainstorming, and situational modeling, are employed, fostering practical experiences and active engagement. Instructors play a pivotal role, emphasizing ethical communication and providing guidance. The balance between fluency and accuracy is critical. Teaching dental terminology simplifies technical vocabulary for patient understanding, trustbuilding, and effective healthcare interactions. Thus, developing speaking skills equips dental students for professional interactions, research sharing, and collaboration in a diverse healthcare landscape.*

**Key words:** dentistry, speaking skills, English for Special Purposes, communication, dental terminology.

*Ефективна комунікація для лікарів-стоматологів надзвичайно важлива в академічній, професійній сферах та медичних установах при спілкуванні з пацієнтами. Академічна комунікація відточує навички, необхідні для обміну результатами досліджень, закордонних стажувань, програм обміну та міжнародних конференцій. У цій статті розглянуті сучасні аспекти та нюанси розвитку мовленнєвих навичок у студентів-стоматологів. Навчання монологічного та діалогічного мовлення англійською мовою потребує дотримання принципів доступності, систематичності та міждисциплінарних зв'язків. Використання різноманітних методів, як наприклад, бесіда, рольова гра, мозковий штурм, ситуативне моделювання, аналіз текстів діалогу, сприяє активізації мовленнєвої діяльності, забезпечує розвиток комунікативних умінь і навичок загалом. Таким чином, розвиток мовленнєвих навичок готує студентів-стоматологів до професійної взаємодії, обміну результатами досліджень та співпраці в конкурентному мінливому середовищі.*

**Ключові слова:** стоматологія, говоріння, комунікативні навички, англійська мова за професійним спрямуванням, комунікація, стоматологічна термінологія.

Effective communication is paramount in the field of dentistry, serving a critical role not only within the academic environment but also as an essential component for fostering international relationships between dental professionals and their patients within medical settings. The academic segment focuses on developing communication skills among professionals, who share and present research at overseas internship, exchange programs, international conferences in order to remain updated with the latest advancements in dental research. The clinical segment places

emphasis on patient-dentist communication, encompassing both verbal and non-verbal communication methods. Therefore, the development of dialogic and monologic speaking skills ensuring effective communication among dental students is a challenging issue in teaching English for special purposes.

The aim of this article is to analyze the current approaches and the peculiarities of developing speaking skills to dental students in the ESP course.

Teaching medical students both monologic and dialogic speaking in English can be effectively achieved by adhering to specific principles: the principle of accessibility, ensuring that educational material is comprehensible to medical students; the principle of systematicity, involving the organized presentation of material within 15-20 minute at every lesson; and the principle of interdisciplinary connections between English and professional disciplines [1, p. 156].

Various teaching methods are employed to instruct monologue and dialogue speaking in English, including brainstorming, role-playing, discussion methods, situational modeling, strategic techniques, and others. To enhance speaking skills, the course relies on group activities, role-playing, and the utilization of diverse case scenarios. These scenarios, ranging from self-introductions to managing complex patient interactions, offer students a broad spectrum of practical experiences. Motivational interactive activities are designed to encourage communication among students, with discussions predominantly conducted in English. These activities simulate real-world situations, furthering the development of communication skills and promoting a culture of active engagement [2; 5]. Only well prepared activities with clear instructions can provide suitable conditions for enhancement of speaking skills inside the classroom.

The instructor plays a pivotal role in controlling the learning process, focusing on the ethics of communication, facilitating student interaction, clarifying any uncertainties, and providing assistance throughout the learning process. Learners should be taught various communication techniques common in the dentistry professional community and motivated to work on their weaknesses and achieve personal growth instead of being fitted into the roles of passive listeners who memorize chunks of text and drill grammatical rules [3; 4].

Teachers should explain students a distinction between fluency and accuracy. According to J. Harmer, “we need to make a clear difference between ‘non-communicative’ and ‘communicative’ activities; whereas the former are generally intended to ensure correctness, the latter are designed to improve language fluency” [4, p. 104]. Speaking activities focused on accuracy aim at elimination of mistakes and at correctness of produced utterances not only in terms of grammar, but also vocabulary and proper pronunciation. The goal of fluency-focused activities is, according to P. Davies and F. Pearse, to practise utterances of newly acquired language in natural communication [3, p. 36]. During these activities, learners are not expected to avoid mistakes at any cost, they are encouraged to be able to express their opinions, react spontaneously to real-life situations and to convey the message as quickly as possible. In alignment with language learning principles, there must be a balance between fluency-oriented activities, where students speak with minimal interruption, and accuracy-oriented activities, focusing on the correct usage of

grammar and vocabulary. Thus, each activity taking place in the lesson is being done either to improve fluency, accuracy or in some cases both.

A crucial aspect of teaching English to dental students involves imparting the knowledge of dental terminology, which is rich in Latin and Greek terminological elements. These roots serve as the foundation for a wide array of dental terms. To ensure that dental students can effectively communicate with patients, it is essential to teach them not only the meaning of these terms but also how to break down and simplify their complex technical vocabulary [6]. Medical and dental professionals often need to convey complex technical vocabulary in a comprehensible manner to patients who may not possess the same level of specialized knowledge. This necessitates teaching students to explain these terms in simple words or using synonyms when interacting with patients. Teaching students to bridge the gap between technical jargon and patient-friendly language is paramount in ensuring effective dentist-patient communication. Not only does this aid in patient understanding, but it also fosters a sense of trust and comfort, which is essential in healthcare interactions.

The development of speaking skills in dental students is an important aspect of their academic and clinical training. All activities designed to improve speaking skills should follow a social learning model, promoting interaction among students as they engage in collaborative tasks and roles that mimic real-life dental scenarios aimed at improving critical thinking, discourse, and self-confidence in social interaction. This equips future dentists with the communication skills required to excel in both professional and patient interactions. Through a blend of academic and clinical components, students are prepared to collaborate with colleagues from diverse backgrounds, read and present research effectively, and engage with patients in a compassionate and competent manner.

## References

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