

MEDICAL ENGLISH TEACHING AND LEARNING TECHNIQUES IN INSTITUTIONS OF HIGHER EDUCATION WITH APPLICATION OF MULTIMEDIA TECHNOLOGIES: THE PROBLEMS AND THEIR SOLUTIONS

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ABSTRACT

It has been investigated the problems of application of multimedia technologies in teaching and learning medicine-oriented English in institutions of higher education and ways of their solution. The investigation points out, first of all, the existing problems in teaching English for the medical students, including shortcomings of application of multimedia in the process of teaching and learning of this discipline, want for the required knowledge of using multimedia equipment among the teachers, nonuse of multimedia potential in full measure in the process of learning, insufficiency of information awareness and abilities of the students to independently use multimedia technologies. Then, the article suggests some ideas how to solve these problems, such as improvement of education and development of professional training of the teachers not only in the area of application of multimedia technologies, but in extending knowledge of English in medical field, effective use of multimedia potential, teaching of offline and practical technique of discipline learning via multimedia.

Keywords: multimedia technologies, multimedia, techniques of teaching, teaching, traditional teaching methods, learning, training, medical English, potentials, ability, information awareness, learners, students, problems, solutions

1. INTRODUCTION

Rapid development and extensive use of multimedia technologies play an important role in teaching and learning of medical English. Consequently, at the present time absolutely new methods of teaching and learning English for the medical students have been introduced. Application of multimedia and the Internet technologies in the process of teaching allows to convey huge amount of information of different types and from different fields simultaneously, which helps to form authentic environment of the target language, to enrich material content, and to introduce the lessons of such skills as speaking, writing, reading, auding and translation. Thus, the information displayed by multimedia can be digested and assessed more easily, moreover, it can attract the students, activate their enthusiasm and enlarge their volume of knowledge [1]. Furthermore, due to abundance of the medical learners in university, the problem of deficiency of the teachers not only of English but of Medicine arises quite often. Methods of application of multimedia computers can facilitate such pressure in teaching of the medical English language.

Multimedia technology application is relatively a new impulse in advanced language learning, which contributes to good language knowledge in all aspects. As a rule, multimedia teaching technique has advantage in building a personality-oriented model of teaching, drawing interest in the process of teaching to create more vivid atmosphere to use all the learner's potential and increase effectiveness of learning due to enriching the content of material and presenting illustrative examples, which makes it possible for the teacher to rise in future medics' estimation.

However, we cannot ignore an inadequate use of multimedia technologies.

2. METHODS OF INVESTIGATION

English teaching technique with the use of multimedia technologies differ from traditional technique of classroom teaching of language in such subtle points as environment, facilities, resources and modes.

First of all, adoption of the I-Net and multimedia technologies in learning English enriches and diversifies the resources of external teaching of language, which promotes active training of the students[11]. On the other hand, the I-Net provides with new facilities of learning medical English for both the students and the teachers, and these facilities make the language more flexible, opportune, interesting, visualized, which makes up-to-date teaching technique more overt, effective and easy for cross-cultural communication [2].

Nevertheless, the problems of medical English teaching methods using multimedia technologies result from automated method of teaching of English, starting from overdependence on multimedia technologies, failure of due information awareness of the teachers and erroneous planning of educative program.

Overdependence on multimedia technologies. The teachers using multimedia technologies regularly are so dependent on teaching according to this technique that disregard their role as an evaluator, leading constructor and consultant[5]. The role of multimedia technologies is exaggerated [3]. Teaching of medical English is more important than simply learning a book, therefore, some teachers, perhaps, simply simplified the process of preparation for the lessons and turned into operators of these multimedia technologies instead of performing the role of a teacher, an expert and a master. Being behind the monitor, the teachers often do not fulfill due interactive functions, and effective interactions reduce significantly as well. Consequently, training efficiency and quality can be increased, as expected, and oriented learning towards student, comes to a standstill in the end [9].

Lack of due potential among the teachers. Though the technique of using multimedia technologies has been applied in language teaching for a long time enough, many problems concerning the teachers do still exist, appealing to solve these problems immediately [13]. The main problem is stated as following: their methods of teaching and curricula have not been developed with regard to multimedia technologies, thus, the content of a study program is at variance with the computer.

The potential of multimedia technologies is not used to the full extent. Due to incompetence to focus on the features of each subject, the students are getting more difficult to acquire the good knowledge of complicated points and subtleties from the lecture, as there is too much information offered simultaneously and in a monotonous way. Besides, insufficient competence of the teacher in multimedia technologies does not allow to use this technique in full. Insufficient information awareness of offline learning. The students' activity is weakened to some extent, as they are overdependent on the computers and study program [6]. Without determination of training objectives, planning and required potential of using multimedia techniques, the learners can easily be lost in the ocean of information, which can also frustrate their confidence, waste their time, reduce training effectiveness and have their enthusiasm faded in long-run prospect [12]. The teaching technique always oriented towards the teacher must also be promptly adjusted in terms of further adaptation to multimedia-oriented approaches in the process of imparting knowledge to the students.

Inappropriate defining teaching programs. The quality of teaching the subject does not meet actual requirements, which is another big problem in teaching technique via multimedia technologies [10]. The text presented in the book occurs in one resources, in the other ones there is too much of unnecessary and out-of-date information which is not only useless but takes precious time. as it has been stated before, overlarge amount of information causes difficulties in estimating important and key points, and quick slide changes do not leave enough time for the students to take notes, to say nothing of qualitative mastering, understanding and systemacy of the acquired material[4]. Besides, overuse of pictures and image data can easily distract attention of the students, and uniform demands for all multimedia materials do not reflect personal attitude of the teacher.

Decrease of interactive language events. One more phenomenon deserves our consideration –interaction between the teacher and the students is lowered, the reason of which is dependence of teaching process on multimedia technologies.

Control and maintenance of multimedia. In the majority of higher educational establishments, the direction does not give due regard to control and maintenance of multimedia and other electronic devices. Unreasonable use of multimedia and division of labor can lead to bad losses of both equipment and personnel[5].

Solution of These Problems

The following propositions concerning solution of the stated above problems deserve consideration: raising of qualification of the teachers in the field of narrow specialization, except the very English; involvement of the overall potential and initiative of the learners in the process of classroom learning with consideration for the use of multimedia technologies; development of effective system of education and assessment of students' knowledge with regard to multimedia technologies application [7].

3. SUMMARY

In the first place, teacher is the key to success in medical English learning, therefore, additional training and their further professional development by means of different techniques, such as attendance of the seminars of high level concerning methodological approaches in medical English teaching, forming learning and research groups with further prospect of issuing of learner's guides, «real» tutors and formation of effective approaches to medical English teaching on the whole are of great importance. Thus, the teachers will be able to change their teaching techniques and adapt to new role, therefore, strengthen their abilities in application of multimedia technologies and have an opportunity to change and update the resources when the need arises.

In the second place, to achieve perfect results, it is essential to raise the level of interaction between the teacher and the students in the educational process, and to apply various means of multimedia technologies. At the same time, the teacher himself needs to have good knowledge of these technologies, including their advantages and disadvantages, so that the teacher to apply either approach with certainty.

In other words, the students should be given a full understanding of methods of medical English learning by means of multimedia technologies, taught to develop independent and interactive learning, to effectively use multimedia technologies and the Internet.

Moreover, control and assessment of knowledge of the learners during using this teaching technique must be strengthened to have assurance of effective acquirement of knowledge I the course of educative process.

In the third place, it is very useful to increase efficiency of both teaching and learning of the medicine-oriented English language by means of simultaneously traditional and multimedia teaching technique to fully make use of the corresponding advantages. It makes sense to try various ways of improving the quality of the taught disciplines, to increase intensity of courses, to hold more frequent multimedia events with the teacher and the students, to have interest in students' opinion about concrete things and encourage independent creation of multimedia material. Besides, creation of practical and efficient system of assessment of teaching quality is urgent for the direction of higher schools as well, to have traditional teaching techniques being gradually transformed to more modern.

In the fourth place, practical and efficient systems of knowledge assessment have been already developed in educational establishments. Assessment of sound is obligatory in any teaching of English, multimedia technologies in medical English is also no exception. This system can be used as extra incentive for qualitative learning this discipline.

5.CONCLUSION

Introduction of multimedia technologies in teaching and learning of the English language for the students of medical specialization is applied to be up to new trends in social development. A long way is in the offing to have possibility to realize the potential in full measure, as it has caused certain difficulties concerning methods and approach of teaching. Propositions of creating bright prospects draw the direction of higher establishments into educating and advanced training of the teachers and students in the given context. Integration of multimedia technologies into traditional teaching methods and application of practical and effective system of education process are key moments of this teaching technique.

THE CONFLICT OF INTERESTS

The author confirms that the presented data do not contain the conflict of interests.

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