



TEACHING ESP TO DENTISTRY STUDENTS

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Abstract

The paper aims to explore the dental English for Specific Purposes (ESP) students' perceptions of the ESP material and its influence on their English proficiency in the dentistry department. The study adopts a qualitative technique of semi-structured interviews to elicit the views of 15 purposively chosen participants. The process of a thematic analysis of the qualitative data led to the emergence of three overarching themes that aimed to answer the main research question which is how the dental student's context perceive the ESP materials and the impact these materials have on their language proficiency.

Keywords: second language acquisition, general knowledge of English, first language, foreign language, teaching and learning, multicultural, multinational, multilingual country, language centers, English lessons, English language courses, methodological strategies, different languages, cultural and religious origins, primary and secondary school, "teacher-student" system.

Introduction

The key findings indicate that the ESP learners in the dentistry department have a very positive attitude towards learning the English language in general and ESP in particular. Their awareness of their linguistic needs makes it a significant study in the field of ESP. The results also suggest that the coursebook contents and material are outdated and inappropriate for the ESP learners in the Saudi English as a Foreign Language (EFL) context. The findings illustrate that the ESP teachers need to use the English language in classrooms and introduce learner-centred interactive activities to encourage students to participate in classroom activities. In light of the findings, the study outlines the implications and gives directions for future research. It is advisable to use additional IELTS books to engage them with topics that are relevant to their specialization. At the same time, 2nd year students of Bukhara State Medical University were trained in a special working program. Topics in the program in the 1st semester total: 36 hours. Students in medicine develop 4 skills in foreign languages, Reading, Listening, Speaking and Writing. Students were taught through the book "Dentistry 1", published in 2018 by Virginia Evans, Jenny Dooley, James Caldwell.





Analysis: Dentistry is a new educational resource for dental professionals who want to improve their English communication in a work environment. Incorporating career-specific vocabulary and contexts, each unit offers step-by-step instruction that immerses students in the four key language components: reading, listening, speaking, and writing. **Career Paths: Dentistry** addresses topics including teeth, gum disorders, cleaning, tooth extraction, and hygiene.

The series is organized into three levels of difficulty and offers over 400 vocabulary terms and phrases. Every unit includes a test of reading comprehension, vocabulary, and listening skills, and leads students through written and oral production.

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Fundamental methodology is strongly believed in language universities. The translator is never sure that he knows a foreign language, he understands perfectly that the speech situations that arise are unpredictable. Reading in the classical way, students not only work with different lexical layers, but also learn to look at the world through the eyes of a “native speaker” - a native speaker. Perhaps the most well-known representative of the classical methodology of foreign language teaching is N.A.Bonk. His English textbooks, co-authored with other authors, have long been a classic of the genre and have withstood the competition of recent years. The classical technique is otherwise called fundamental: no one promises it will be easy, you don't have to study at home, and the teacher's experience will save you from mistakes in pronunciation and grammar. But the reward develops the metaphor of the castle, a subjunctive mood or the situation of a real local man who knows how not to get lost in the maze of the past. And so on. Developments and radical changes in language learning methods are undoubtedly personal and related to news in the field of group psychology.

Conclusion

Now in the minds of people and there are significant changes in the development of new thinking: A. Maslow there is a need for self-awareness and understanding as proclaimed by. Communication authenticity, proportionate claims and claims, mutual benefit, other people Respect for freedom is a constructive relationship in a “teacher-student” system is a set of unwritten rules for installation.





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