

THE STRATEGIES OF TEACHING FOREIGN LANGUAGES IN VETERINARY MEDICINE

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ABSTRACT:

Academic mobility and cultural diversity have continuously increased in higher education in recent years. Consequently, the language barrier has become an important issue in the learning process. In animal and veterinary sciences, the complexity of vocabulary used during the learning process exacerbates this problem. To overcome this problem, lecturers must create an interactive and engaging classroom atmosphere, provide a reduced and concise lecture and promote interaction between students through the promotion of discussion. The use of e-tools also contributes to student interaction. When teaching animal biological processes, hands-on laboratory exercises and case-based activities also help overcome language barriers between students and lecturers. Lecturers need to create an interactive classroom through the use of direct and concise language and new technologies to promote learning in international classrooms.

KEYWORDS: Animal science, language barriers, education, veterinary medicine, international.

INTRODUCTION:

Nowadays, every sphere is increasing, especially in Uzbekistan it is given more attention to teach foreign languages in all the branches. As for veterinary, teaching foreign languages is a difficult task, mostly in the German language terms and variations are

more different than other languages. Knowing foreign languages in veterinary medicine gives a very important role to release all the information about Veterinary in the world.

First of all, lecturer and learner should know what is Veterinary medicine, how can it be combined with teaching foreign languages, especially, German. What terms play essential roles in Veterinary medicine? These types of questions will be answered in this article.

Veterinary medicine is the branch of medicine that deals with the prevention, control, diagnosis, and treatment of disease, disorder, and injury in animals. Along with this, it also deals with animal rearing, husbandry, breeding, and research on nutrition and product development. The scope of veterinary medicine is wide, covering all animal species, both domesticated and wild, with a wide range of conditions which can affect different species.

Veterinary medicine is widely practiced, both with and without professional supervision. Professional care is most often led by a veterinary physician (also known as a vet, veterinary surgeon or veterinarian), but also by paraveterinary workers such as veterinary nurses or technicians. This can be augmented by other paraprofessionals with specific specialisms such as animal physiotherapy or dentistry, and species relevant roles such as farriers.

Veterinary science helps human health through the monitoring and control of zoonotic disease (infectious disease transmitted from non-human animals to humans), food safety, and indirectly through human applications

from basic medical research. They also help to maintain food supply through livestock health monitoring and treatment, and mental health by keeping pets healthy and long-living. Veterinary scientists often collaborate with epidemiologists and other health or natural scientists, depending on type of work. Ethically, veterinarians are usually obliged to look after animal welfare. Veterinarians diagnose, treat, and help keep animals safe and healthy.

Vocabulary of veterinary in the German language and its challenges:

Die Bedeutung – meaning, importance
Die Blutkörperchen – blood circulation
Die Flüssigkeit – liquid
Der Hauptbestandteil – main component
Die Substanz – substance
Die Zusammensetzung – combination
Das Eiweiß – protein;
Die Farbsubstanz – colorful clement;
Die Eigenschaft – feature;
Der Sauerstoff – oxygen
Die Verdauung – digest;
Bewegen sich – trying
Die Fütterung – feeding;
Das Nutztier – nutrient
Schmackhaft – delicious;
Das Futtermittel – fodder crops;
Das Tagesfuttermenge – daily ration;
Die Wertigkeit – value; sauer – sour;
Schimmeln – grow musty; frieren – freeze;
Die Ernährung – feed;
Die Krankheit – disease;

These terms help learners to know about veterinary medicine. Teaching them in German is more difficult than other languages. As it is known English is becoming more popular, so Many learners want to learn these terms in English, but agricultural inventions are in Germany, they have to learn in German language as well. This is also a challenge of learning terms. It can be said that in order to teach the lecturer should be more attractive to give her knowledge.

The role of the lecturer is not only to transfer information, but also facilitate development of students' ability to apply basic knowledge and gain higher levels of understanding. To accomplish these goals, lecturers must become facilitators who create a learning environment in which questioning, seeking, synthesizing, and discussing are encouraged. During didactic activities, interpersonal communication between lecturers and students should be orientated towards achieving educational objectives, through lecturers' ability to produce an effect on students and organize learning activities. The issue of didactic communication and lecturers' communication competence are subjects treated in numerous specialty papers, from the field of communication sciences to the field of psycho-pedagogy. Therefore, the use of English by non-native English lecturers to teach non-English native students is an important issue to be addressed during the creation and organization of a subject. Thus, the language barrier can be exacerbated in the veterinary and animal science fields due to the complexity of vocabulary used during the learning process. For instance, the use of either technical words methylene dioxymethamphetamine, depolarizability, gluconeogenesis), words rarely used in English (i.e. aliquot, supernatant, centrifuge, rumination) or technical concepts (i.e. fresh cow, dry cow, white veal) can challenge the transfer of knowledge from lecturers to students. Therefore, lecturers must develop practical and innovative educational strategies to overcome language barriers and provide a clear transparent flow of knowledge to their students.

As part of learning science, it is important for students to explore their own views and those of others to develop an independent way of thinking. Lecturers must promote listening and talking between

students, which in turn will increase constructive discussions and generation of new ideas in the classroom. However, due to cultural differences, language barriers, and cultural norms, participation in an international classroom is frequently lower than classrooms where lecturers and students share the same language. Lack of participation can put additional distance between international students or between students and the lecturers, leading to increased cultural distance.

The use of new technologies is another novel strategy to improve communication and interaction between students and lecturers; e-tools such as Glogster, Kahoot and Spreaker are examples electronic polling and quiz tools (i.e. Poll Everywhere, Socrative, and Kahoot) are alternatives to classroom response systems such as clickers. Lecturers can use polls or online/mobile quizzes to engage students throughout a discussion, keep track of attendance, and assess comprehension and attitudes of the group. Students can also compete in games in groups or alone for points. In the case of veterinary medicine teaching, polls or quizzes can be used for discussing case studies where students argue the diagnosis for a given clinical sign.

New technologies to improve learning and instruction are not intended to replace masterful teaching, but to complement it. In addition, given that 'millennial' students are digital natives and most lecturers are digital immigrants, a modern lecturer should be a learning designer rather than just the content expert and creator of a syllabus and PowerPoint slides.

This manuscript described different examples of teaching strategies that can be used in veterinary and animal science education to overcome language barriers and contribute to the creation of an interactive and engaging classroom atmosphere. The use of

digital tools such as electronic polling and quiz tools is recommended to promote student interaction. In addition, hands-on laboratory exercises and case-based activities help overcome language barriers between students and lecturers when teaching complex biological process.

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