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MY TEACHING PHILOSOPHY

The article substantiates the feasibility of teaching English at the medical universities. Also, attention is paid to the features & teaching methods.

The author focuses readers on the conditions under which students better absorb material. The article aims to show that teaching English requires the improvement of traditional forms of teaching. The author emphasizes direct relationship between the depth of knowledge & quality of teacher's presentation of the material, teacher's emotionality & enthusiasm for the subject & the ability to interest students. The teacher has the task of posing problematic & search problems, organization discussions.

Developing curiosity, the ability to think critically, the teacher contributes to the birth of personality. The author gives the patterns of different kinds of work at the lesson.

The main task of the teacher at the medical school is to prepare highly educated specialists, fluently speaking & understanding English. Knowledge of English helps them to get acquainted with the latest achievements in medicine, thus they can help more & better to their patients. Author underlines the necessity of learning medical terminology. Ability of communication is very important too.

Key Words: skills, cumulative, formative, assessment, requirement, evaluation, cinema-education, social, neurobiology, opinion, share, improvement.

What is a teaching philosophy? It is an explanation of your values beliefs as they relate to teaching. Think about the methods you apply in the classroom & your goals for your students. Also, consider how you have put your ideas about education into action, & what principles are demonstrated by your work in the classroom. What makes you proud to be a teacher? What lets you know you've done a good job? What standards do you set for yourself & why?

As I remember myself, I dreamt about teacher's career. After graduation from university, I had opportunity to realize my plans in the field of teaching English. The specificity of my work was schooling medical English. These were the eighties Most of the people started learning English. It became very sophisticated. And teaching English to medical students became my fixed idea. I wanted them to speak English, to understand articles in foreign journals according their specialty, to learn terminology in Anatomy, Physiology, Histology, to ask patients about their complaints, to know all kinds of symptoms & signs, diagnostics & prescriptions. Now the aspects of my requirements to my students have increased. I practice them to make presentations reports, to share opinions on diseases & latest medical news, to take part in discussions, to talk to foreigners or foreign students on the same level, to watch films & get their humour, slang & idioms. I think that the teachers' role in orienting students to be an educated person in their field is very important (I have above mentioned a clear vision of my teaching objectives). Another reason of learning English by medical students is application for better jobs. If the young doctors know English, they are easily hired for job (2,108).

How do we begin teaching? What are the important parts of it?

The main role is to teach medical terminology. I start with Anatomy terminology because this is the basic knowledge that every medical professionals should have. Initially we used textbooks written by our or Russian scientists. Nowadays we can afford books, textbooks, guidelines, dictionaries by American & English scientists. Especially, such books as “Professional medicine in use”, “Pharmacy”, “Family Medicine Guideline”. They study English 3 semesters. The Medical Terminology is currently based on proving knowledge about systems of the Body: skeletal, digestive, nervous, urinary, reproductive, circulatory, respiratory, muscular, the eyes & ears. They learn the positions, structure, & functions of the organs. Then they study symptoms of diseases & treatment of these organs. But knowledge of system doesn't give them ability for free conversation. They can only read & understand medical articles & texts. We get that new techniques are needed to solve this problem. To overcome this situation, students are asked to make presentations. In the development of the method, students have been asked first to write down on the board the new terms that have been used in their presentation. One big step was the idea to include simultaneous asking questions for comprehension. Because of students different background of English, the classes with high-level knowledge in English will progress quickly thus leaving others behind (3, 88).

During the work process, we find & solve some pronunciation problems. Presenters try to show American or English videos, in this way to give the possibility to students to listen to the native speakers & draw their attention to the pronunciation of the medical terms.

One new technique is to ask their friends to make an evaluation of the mistakes. They should make their personal projects, personal presentations, discussions.

Another new method in teaching was suggested by prof. Nadeem Fazel from Chicago at our training I think we shall practice it too. It is called flipped classroom, when the teacher gives the topic of the next lesson. Students prepare it independently, then altogether discuss & analyze all information & teacher gives additional material & assesses students' work.

Sometimes we experience cinema-education. After watching the film we discuss it; new words & word combinations, the ways of expression of thoughts & feeling in English. It exactly develops their oral skills.

The lesson should end in assessment. It is good motivation for learners. The assessment may be cumulative (grading at the end of semester) or formative (in 3 stages), diagnostic assessment-occurs during learning process. Our evaluation is formative. The assessment must be honest & the teacher should explain grading. In the atmosphere of teaching, there is such notion as neurobiology of learning. The student must feel comfortable, in relaxed atmosphere: The teacher must be attentive to each learner, must answer each question, must feel the student's mood & allow them the freedom to express themselves. Every lesson is teacher's performance. Bad performance has no excuses. Failures aren't problem the idea is to take lessons from failures. Relationship between teacher & student, based on mutual respect & trust, is very important. Student must believe the teacher & his knowledge & skills. The teachers should have social skills – ability to talk to people, matching skills – your abilities to be adapted to university requirements. I aim to bring an open mind, positive attitude high expectations to the students each day. I believe that I owe to my student', as well as community, to bring consistency, diligence & warmth to my job in the hope that I can ultimately inspire & encourage such traits in children as well(4,224).

I agree with American saying: “Teaching the others, teaches the teachers”. We shant' only teach, we should learn by teaching, it is called lifelong learning. Every teacher should increase his knowledge to pass it to the student.

Students graduating from the universities are the people of the future. Their level of English will be related to their new role in the society as providers of medical help.

Students possess different learning strategies, abilities. I believe teachers should make an extra effort to present class materials in a variety of formats. In my courses, I use articles, visual learning aids, organized, charts & diagrams to present course materials. When measuring students aptitude, I use a variety of formats as well. For each of my courses I assess student abilities using, creative & formal writing assignments tests that include multiple choice, participation in class discussions (1,65).

Another area of my teaching philosophy I would like to discuss is my views towards self-improvement. I firmly believe that any good teacher remains a good student throughout life. As a teacher, I constantly evaluate my performances in the classroom. This includes, assessing how well presented the material, what students reactions to the material were, how to improve upon my presentations to maintain student interest. I believe teachers have a duty to their profession, to their students, & to themselves. I should conduct myself in a professional manner to create a positive learning environment where students can develop their critical thinking skills.

Participate as a fellow learner with students. I have found that learning from students is one of the most rewarding aspects of teaching. While offering students the benefit of my knowledge and experience in my discipline, I encourage them to use that knowledge as a starting point for developing their own approaches to reading and writing; and I strive to indicate my willingness to revise my views and learn from my students' discoveries. I believe that such receptivity fosters an atmosphere of mutual respect that is beneficial to teaching and learning. Student suggestions regarding my methods of instruction are also invaluable to me in improving the effectiveness of my teaching. For me, therefore, teaching is as much a process of learning as of instructing (5,64).

Acknowledge and support each student as an individual learner. Even in large classes, I endeavor to give each student personal attention and become acquainted with his/her educational needs. For every writing assignment, I hold student/teacher conferences, and I make myself available for other meetings throughout the semester as the students require. I also try to insure that my interaction with students contributes to their sense of confidence in their reading and writing abilities. I welcome opportunities to see work that my students have done for other courses or to read their personal, nonacademic compositions. By projecting enthusiasm for my students' work as well as for the subject I am teaching, I demonstrate to the students my dedication to them as individuals, which often inspires in them a greater dedication to the course.

Conclusion Teaching philosophy statements are solely individualistic as they reflect personal values and artistic preferences. How they are structured also depends on the learning environment and the needs of students. Any motivated instructor who wants to write teaching philosophy statements must consider carefully what he or she actually wants to do and how to accomplish it. Each teacher must have clearly defined ideas about his or her role in the classroom in order to function effectively. Once we have a clear idea about our objectives, we can set about writing our teaching philosophy statements, and the rest is just a matter of delivery. We should apply state of the art methodology and appropriate theories of teaching and learning to accomplish our objectives. We make use of various tools to assess the effectiveness of our objectives, mission, and vision. We should strive for the desired outcomes rather than rush to finish the syllabus. It is always useful to design our own evaluation method so that we can include feedback from our learners for self-improvement. We need to ask ourselves questions such as: What have we achieved? What are our rewards? Why are we important to society? As educators, our noble mission is to inculcate the love of learning in our students so that learning becomes a lifelong process. When they are empowered by knowledge, they can make informed decisions about what they want to achieve in life and how to excel in their chosen path. When our students are passionate about gaining meaningful knowledge and applying it in their lives, we have made a difference (6,104).. The concept of one size fits all can be discarded for good. As evident from the discussion above, I have developed my

teaching philosophy statements based on my own experience, first as an undergraduate student and later as an instructor. I have come to the conclusion that our classroom environment, teaching and learning need a fundamental makeover. Furthermore, I am convinced that educators have the responsibility to reveal to their students their true inner beauty and inculcate in them a sense of pride in whatever they strive to achieve. That's why I have decided to write my teaching philosophy statements so that I can make a difference (7,88). I am grateful to be able to use findings from studies on the constructivist paradigm of teaching and learning to bring about fundamental change in the classroom.

LITERATURE

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Mənim tədris fəlsəfəm

Xülasə

Məqalədə ingilis dilinin tibb universitetlərində tədrisinin zəruriyyəti əsaslanır.

Həmçinin dil tədrisinin xüsusiyyətlərinə və metodlarına xüsusi diqqət yetirilir.

Müəllif oxucuların nəzərinə çatdırır, hansı şəraitdə tələbələr materialı daha yaxşı mənimsəyir. Məqalənin məqsədlərindən biridə ingilis dilinin ənənəvi tədris metodlarının müasir zamana uyğun inkişaf etdirməyin zəruriyyətini göstərməkdir.

Müəllif göstərir ki, tələbələrin dərsi mənimsəməsində müəllimin dərin biliyi, tədris metodikası, emosional durumu və öz fənninə hədsiz marağı kömək olur.

Müəllimin məqsədlərindən biri diskussiyaların dərstdə təşkili. Tələbələrin kritik düşüncəsini inkişaf etdirərək müəllim şəxsiyyət kimi formalaşmasına təkan verir.

Müəllif müxtəlif iş növlərinin nümunələrini məqalədə təsvir edir. Müəllimin əsas məqsədi ingilis dilində sərbəst danışan və başa düşən savadlı mütəxəsislərin hazırlanması. Müəllif vurğuluyur ki, xarici dili bilən həkim son tibbi nailiyyətlərlə tanış olub, xəstələrə daha professional yardım göstərə bilər. Əsas vəzifələrdən biri tibbi terminologiyayı öyrətməkdir. Ünsiyyət bacarıqlarının inkişafı onlara yalnız işdə deyil, həm də gündəlik həyatda da kömək edir.

Açar sözlər: bacarıq, yığma, formativ, yaxşılaşdırmaq, fikir, qiymətləndirmə, bölüşmək, tələb, sosial, neyrobiologiya.

Мая философия преподавания

Резюме

В статье обосновывается целесообразность преподавания английского языка в медицинских вузах. А также уделяется внимание особенностям и методам преподавания. Автор акцентирует внимание читателей, при каких условиях студенты лучше усваивают материал. Статья призвана показать, что преподавание английского языка требует совершенствования традиционных форм обучения. Автор подчеркивает прямую зависимость глубины знаний и качества подачи материала преподавателям, его эмоциональности и увлеченности, предметом, способности заинтересовать студентов.

На преподавателя ложится задача постановки проблемных и поисковых вопросов организации дискуссии. Развивая любопытство, способность критически мыслить, педагог способствует рождению индивидуальности.

Автор приводит в пример различные виды работ на занятии.

Основной задачей преподавателя в Медицинском вузе является подготовка образованных специалистов, свободно говорящих, понимающих на английском языке. Знание языка позволяет им ознакомиться с последними достижениями в области медицины, на основании которого, они могут больше и лучше помочь пациентам. Одной из главных задач является обучение медицинской терминологии. Развитие коммуникативных способностей помогает им не только в работе, но и в повседневной жизни.

Ключевые слова: способности, собирательный, формативный, улучшение, требование, оценивание, нейробиология, социальный, делиться, обучение на основе фильмов, мнение.

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