"METHODOLOGY OF INTERACTIVE DIDACTIC MATERIALS IN TEACHING ENGLISH DURING MEDICAL EDUCATION"

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Annotation

English for specific purposes course (ESP) are new trend in English Language Teaching and they include technical English, scientific English, English for medical professionals. Learning and teaching with interactive didactic materials is very important in learning English; nevertheless, vocabulary was a neglected area in foreign language teaching for a number of years. In order to develop students' communicative competence, language teachers should encourage them to learn as many words as possible.

Keywords: teaching, didactic materials , foreign language, communicative competence, english for medical professionals

Learning foreign languages no longer a pastime: it is necessity, because it results in students achieving divergent thinking, creativity and cognitive development. Teaching vocabulary especially in ESP courses is becoming a challenge for English Language Teachers. Vocabulary is an inseparable part of any teaching syllabus and vocabulary should be taught in a well-planned and regular basis. It is essential to carefully decide what vocabulary will be selected for teaching, and what approach or activities will be used to teach it to the students. Traditional foreign languages like Russian and French are losing their practical use in education in the Republic of Macedonia and English is becoming the primary foreign language. The traditional textbooks have been changed and the students are provided with more modern books that include pictures and focus on language skills. The same situation exists in high schools where the students attend two to four English classes a week. However, the number of students in classes is 30-40 and this is still an issue that should be resolved in the near future. English teachers are being trained in using modern methods of English teaching and attend local and international conferences. Old teaching methods are rapidly being replaced with modern ones. The teachers at Universities in the country design curricula based on the students' needs and interests. English has become an international language and its range of functions is increasing everywhere including Uzbekistan, because

dynamic processes in all spheres and successive reforming need acquiring one or two foreign languages.

Didactic material facilitates students' language learning by tapping into the learning styles of the students and by motivating them. Materials facilitate the instruction of almost any class topic and opens up the outside word within the classroom.

When one mentions the words didactic material, teachers may come up with a number of examples based on their perspectives, expectations, and experiences. Ogalde and Bardavid (2003) offer a list of didactic materials as the following: teaching materials, aids, auxiliaries, audiovisual resources, teaching resources, perceptual learning resources, educational materials, multisensory materials, and supplementary materials.

The definition of didactic material also varies depending on the authors. For instance, Tomlinson (1998) identifies didactic material as "anything which is used by teachers or learners to facilitate the learning of a language" (p. 2). Harmer (2005) refers to didactic material as "a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity" Ogalde and Bardavid (2003) define didactic material as "all those means and resources to facilitate the teaching-learning process within a global and systematic educational context, and stimulate the senses to facilitate the acquisition of concepts, abilities and skills, as well as the formation of attitudes and values" . In the first two definitions, the authors make it clear that the purpose of didactic materials is to facilitate, construct, and give meaning to explanations in order to lead students to language learning. However, the definition provided by Ogalde and Bardavid includes the development of students' skills, and the formation of attitudes and values. This definition reflects the global purpose of education, which is the transformation of society through education.

Classification of Didactic Material. Didactic material can come from a variety of places such as textbooks, educationally produced teaching material, online sites and even from the teachers themselves - their own created material. Textbooks often provide the teachers and institutions with didactic material designed specifically for textbook lessons. These materials include flashcards, posters, games, worksheets.

Teachers *adapt* didactic material when the existing ones need to be used for a different purpose. Accordingly, teachers present the didactic material changing what it initially intended to promote, and modifying the purpose of the activity to support the teaching strategies applied in a new activity. An example of didactic material adaptation could be a worksheet with different drawings to create a chain story. The story could be created by all members of the team to promote oral production. However, a teacher may ask students to work individually and use those drawings to write a story that reflects their use of the past tense, adequate punctuation, and spelling. Therefore, the use of such material is adapted according to the objectives.

On the other hand, teachers *develop* didactic materials when they create them to give meaning to their explanations or have their students create them as part of the activity. By being aware of the variety of didactic material and equipment, teachers are able to decide which didactic material to use, adapt, and/or develop according to the context, and more importantly, the topic to teach.

When planning a language class, the teacher often incorporates didactic material as a complement. Morales (2012) defines didactic material as "a set of material means which intervene in and facilitate the process of teaching and learning" (p.10). Didactic material helps to facilitate language teaching and learning, whether a teacher has access to technological resources, such as a computer, an overhead projector, a CD player, video equipment, or others.

In conclusion, teachers should visualize themselves as didactic material developers for several reasons. Didactic material facilitates students' language learning by tapping into the learning styles of the students and by motivating them. Materials facilitate the instruction of almost any class topic and opens up the outside word within the classroom. This article included a classification of didactic materials that teachers can use, adapt, and develop in their classes. Subsequently, it presented a list of learning principles that teachers should take into account when working with didactic materials (Tomlinson, 1998). We also mentioned that didactic materials should contribute to the formation of attitudes and values in students, and they should not only be limited to facilitating the achievement of educational goals. Finally, our article offered practical suggestions for working with didactic material. By considering the points mentioned above, teachers will provide their students with effective learning materials which can enrich the classroom experience.

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