

Integrating 21st Century Skills into Teaching Medical Terminology

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Abstract: The article begins with the disambiguation of the keywords we will use to show how coordinating the 21st century abilities into showing English for specific Purposes increase on both the understudies' capacity to obtain English and their scope of abilities, capacities and mentalities that are needed to work and live in a informational society. Consequently, understudies can apply what they realize during their English illustrations to their primary field of concentrate just as to life. They figure out how to convey successfully in reality and develop critical thinking and other viable, genuine abilities, for example, concentrate on abilities and composing strategies.

Keywords: *education, ESP, teaching, skill, technology, medical terminology.*

Introduction: It's undeniably true that, today like never before, technology particularly data and communicative technology enormously affects the present-day work environment and way of life. The impact of technology has significant ramifications for the educational system. Current understudies were raised with the most recent innovation, for instance, web and personal computing, which is a natural for them. Not to offer them the chance to utilize it would intend to surprisingly degrade the procurement and utilization of the 21st century skills. Not having strong skills would make understudies uncompetitive on an inexorably competitive labor market, in a dynamic, enthusiastic and requesting society. And that's more: these abilities are progressively sought after as new technologies change the manner in which we learn, work and live in our general public these days. [1-5]

English is recognized to be a global language and that implies, as Sandra Lee McKay (2002) puts it, that it has created to where it is 'presently not connected to a solitary culture or country, however serves both worldwide and nearby necessities as a language of wider communication'. As we, the residents of this century, need English increasingly more to stay aware of technology in our present reality and the present understudies need to utilize English to stay in contact with the most recent global developments in their field, everyone concurs with the way that great English language abilities ought to be required into account in the work to furnish youngsters with the skills expected to fulfill labour market demands. [3-10]

21st century skills and ESP

What do we understand by 21st century skills?

We will utilize the term 'skills' as a conventional term, covering parts of capacity, information, perspectives esteems, morals, and capabilities, not on the grounds that we don't know about every single meaning of the terms named above, but since we really want an umbrella term for all the 'must haves' in our profession and life in this century. For instance, these days employers search for not only information or abilities or capacities, but search for every one of them during the recruiting system or for advancement. [2-13]

The 21st century skills are a set of abilities that students need to develop in order to succeed in our society. The framework for 21st century learning was developed by the Partnership for 21st Century Skills (P21 – an American organization that advocates for 21st century readiness for every student) and names three types of skills, each encompassing certain abilities:

1. Life and Career Skills: •Flexibility and adaptability •Initiative and self direction •Social and cross-cultural skills •Productivity and accountability • Leadership and responsibility;
2. Learning and Innovation Skills, including the 4 Cs: •Critical thinking and problem solving •Communication •Collaboration •Creativity and innovation;

3. Information, Media and Technology Skills: • Information literacy • Media literacy • ICT (information, communications and technology) literacy.

Presently we should take a gander at ESP. Expert and Brinton (1998) clarify that English for Specific Purposes or ESP is one of the two subcomponents of English language instructing or ELT, the other part being EGP (English for general purposes). ESP is a term that alludes to educating or learning English for a specific profession. Language specialists say that it was brought into the world during the 1960s. The term 'explicit' in ESP alludes to the particular reason for learning English, so understudies approach the investigation of English through a field that is applicable to them. All in all, the ESP approach upgrades the importance of what the understudies are realizing while their advantage in their field rouses them to associate with speakers and texts. [2-14]

Dudley-Evans (1997) characterizes ESP in terms of absolute characteristics (ESP is characterized to address explicit issues of the students; it utilizes hidden approach and exercises of the discipline it serves; it is focused on the language fitting to these exercises as far as punctuation, lexis, register, concentrate on abilities, talk and classification) and variable qualities (ESP might be identified with or intended for explicit disciplines; it might use, in explicit showing circumstances, an alternate technique from that of General English; it is probably going to be intended for grown-up students; it is by and large intended for middle of the road or progressed understudies; most ESP courses accept some essential information on the language frameworks), which helps understanding ESP better. Hypothetically, this implies that understudies can utilize what they realize in the ESP study hall immediately in their work and studies. Be that as it may, does this truly occur by and by (especially in Uzbekistan) assuming educators are not worried about incorporating 21st century skills into their instructing? [3-10]

As we needed to observe a response to the above question, we began looking for it. We understood ESP was a too tight field, so we considered how (and if) applied abilities are educated in school or potentially secondary school. Because of the way that we were unable to track down a Romanian overview about or identified with our theme, we will give as an illustration a little piece of the appropriate responses The Conference Board got to the overall inquiry 'How would employers be able to deal with prepare their new representatives to work?' During the second quarter of 2008, The American Society for Training and Development, The Conference Board, Corporate Voices for Working Families, and the Society for Human Resource Management reviewed 217 bosses to look at corporate practices on preparing recently recruited graduates at three instructive levels: secondary school, two-year school, and four-year school. The businesses announced that they have a 'serious requirement' for preparing programs in these abilities: decisive reasoning/critical thinking – in excess of 90%, innovativeness – almost 70%, morals/social obligation – a tiny bit of cycle in excess of 70%, deep rooted learning/self-heading 64%. It is clear why the respondents need those projects: on the grounds that their representatives come up short on those abilities. Furthermore in case we read again the abilities they need, we notice they are the alleged 21st century abilities. Or on the other hand, in any event, part of them. All in all, businesses – we are certain that the American ones, yet additionally the European managers – need up-and-comers who have great 21st century abilities. Tragically, instruction has fizzled in its obligation of preparing resident of the 21st century. [1114]

Incorporating 21st century abilities into educating ESP

An ESP class at Spiru Haret University is a local area of individuals matured for the most part somewhere in the range of 20 and 55, who bring both their immense experience and various requirements to the homeroom. To assist them with acquiring English and foster the abilities required most by the present society, they could cooperate about things that truly matter, convey their musings and sentiments suitably and work together to build their attention to different ideas. As characterized by Reagan, Fox and Bleich (1994), joint effort is a hidden social direction wherein the members share an overall feeling of direction and direction, and a perceptible arrangement of jobs. Thinking about all the above things, we recommend utilizing genuine critical thinking, creating and administrating surveys, making introductions and utilizing the web or various media while working in groups, teaming up with peers during the ESP classes, inside or outside the classroom. [4-10]

With Mechanical architects understudies we utilize Lyman's 'think-pair-share' strategy (1992) as a beginning stage and continue with a discussion, at times an entire class banter as proposed by Frederick (2002), during an ESP class to assist understudies with dominating the correspondence, coordinated effort and decisive reasoning and critical thinking abilities. The class is given an issue identified with the subject of that day course and as long as a moment to consider or put down their answer(s). For instance, point: Forms of Automobiles, issue: pros and cons of electric vehicles. Understudies then, at that point, pair up and disclose their reactions to each other for around three minutes. Presently they are needed to decide on the issue. The class is partitioned into three gatherings: one for, one against, and the crowd, one gathering taking notes and concluding who brings the better contentions. The 'for' and 'against' bunches are approached to give three articulations supporting their side of the issue. Every contention is trailed by an answer from the contrary side. To accomplish conclusion, the discussion closes with an outline of the 'for' and 'against' contentions. The crowd vote in favor of the gathering they think upheld their viewpoints best. Then, at that point, the entire class is approached to cast a ballot again and understudies who changed their votes are inquired as to why they did as such. [5-10]

Different exercises that effectively include understudies in the learning system and lead them to obtain and rehearse 21st century abilities during the ESP courses are polls/overviews, project work and introductions. Stoller (2002) talks about review use as a method to work with project-based work in the homeroom. Because of the page number impediment of this article, we won't detail every single movement; we will simply give the rules. Along these lines, with understudies one can utilize the survey project on the grounds that, as Chea Kagnarith and co. (2007) said, with it understudies go through phases of 'making questions, gathering information, and investigating and revealing outcomes while fostering their L2 abilities through conceptualizing, research, composing, critical thinking, and gathering work'. We adjusted their means for utilizing the survey as a showing apparatus and, more significant, we let and energize understudies utilize present day innovation and various sorts of media to carry on their assignment. Consequently, subsequent to shaping the gatherings and having a subject (for instance, with Mechanical engineers understudies, the theme: necessary democratic), understudies pick the poll organization and conceptualize about the information to be gathered. Productive analysis is an unquestionable requirement to continue on to the following stage which might be done external the study hall, with the assistance of innovation. Coordinated effort is currently an ongoing occasion. Utilizing free items like Google Docs, Dropbox or WhatsApp, each individual from the gathering can watch the others' work and can work on the underlying draft of a section or question, altering every one of the inquiries and placing them in a consistent request. When the draft of the poll is edited by the educator, the last form is directed. In the wake of gathering the data, understudies need to place significant information into diagrams, utilizing their or their friends IT abilities. The outcomes are introduced either orally – a show, or in composed – a report. [3-14]

With or without the understudies' information, the previously mentioned exercises incorporate 21st century abilities into educating ESP. They should feel better on the grounds that subsequent to participating in such exercises, they gained and fostered the accompanying abilities: adaptability and flexibility, drive, social and culturally diverse abilities, efficiency and responsibility, authority and obligation, decisive reasoning and critical thinking, correspondence, coordinated effort, imagination and rehearsed the media and ICT abilities. [6-10]

In conclusion, This century society requires individuals who have both information and abilities as information isn't adequate for a fruitful resident today. Correspondence and coordinated effort are only two of the abilities required by the advanced understudies to have the option to apply their insight and, why not, keep learning. They need to be associated with true issues, so they learn better when their scholastic courses are associated with their inclinations. While learning ESP we feel that understudies additionally need to contemplate neighborhood and worldwide issues, take care of issues innovatively, convey obviously in numerous media, and manage a surge of data. The fast changes in our reality expect understudies to be adaptable, to step up to the plate and lead when vital, and to deliver a novel, new thing and valuable, so adding to a discussion, creating and administrating polls, making introductions, utilizing the web, dealing with contextual analyses in

groups and completing activities are only a portion of the manners in which how coordinating 21st century abilities into showing ESP can truly help understudies become 'qualified' residents.

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