

**THE USE OF SPEECH SITUATIONS IN THE DEVELOPMENT OF PROFESSIONAL  
COMPETENCE OF FUTURE DOCTORS**

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**Abstract**

The article examines issues related to the use of speech situations in clinical practice. Researchers emphasize that the quality of communication between a physician and a patient directly affects treatment effectiveness, the level of patient trust, and adherence to the physician's recommendations. In this regard, the use of speech situations becomes a key tool in the training of future medical professionals.

**Keywords**

professional competence, speech situations, communicative competence, scenario-based role-playing games, diagnostic interview, simulation.

**Relevance**

Modern medicine requires physicians not only to possess a high level of professional knowledge and practical skills, but also to be able to communicate effectively with patients, colleagues, and other specialists. A physician's professional competence is developed not only through the study of theoretical disciplines and clinical practice, but also through the mastery of speech and communication skills.

In recent years, researchers have increasingly emphasized that the quality of communication between doctor and patient directly impacts the effectiveness of treatment, patient trust, and compliance with doctor's orders. Therefore, the use of verbal situations is becoming a key tool in the training of future medical professionals.

The concept of a speech situation. A speech situation is a specific communicative situation in which participants interact to exchange information, solve a problem, or provide assistance. In Russian language classes on the topic "Doctor-Patient Dialogue," we teach the main types of dialogue. But we highlight the interrogative dialogue as the most significant. Students learn to formulate questions, collect anamnesis, and create short dialogues. Since our students are first-year students, we strive to cover the basic principles of collecting anamnesis. For example, "What's bothering you? How long have you considered yourself ill? What illnesses did you have as a child? Where do you live? And so on. In the medical field, speech situations can be varied:

- Dialogue with the patient – collecting anamnesis, explaining the diagnosis, recommendations for treatment;
- Consultation with colleagues – discussion of a clinical case, transfer of duty, making joint decisions;
- Communication with the patient's relatives – informing about the patient's health condition, explaining procedures and possible risks;
- Documentation of medical data – maintaining medical reports, medical histories, electronic records.

Each of these situations requires the physician to have both professional terminology and the ability to adapt speech to the interlocutor's level of understanding, their emotional state, and the goals of communication.

Speech competence as a component of professional competence of a physician includes several interrelated aspects:

1. Clinical competence – knowledge and application of medical knowledge;
2. Communicative competence is the ability to effectively transmit and perceive information;
3. Ethical competence – compliance with the standards of medical ethics and confidentiality;
4. Organizational competence is the ability to work in a team and make decisions under time constraints.

Verbal competence directly impacts all of these aspects. For example, an inappropriate explanation of a treatment plan to a patient can lead to poor adherence, which reduces clinical effectiveness. Similarly, an inability to effectively discuss a clinical case with colleagues can lead to diagnostic or treatment errors.

Theoretical foundations of the use of speech situations in the training of doctors

Educational research in recent years confirms that communication skills are developed through practical interaction, not just theoretical study. In examining the theories of many scholars, we identified key theories:

- Vygotsky's sociocultural theory, which argues that learning through interaction with more competent participants (teachers or mentors) promotes the development of higher cognitive functions, including verbal thinking;
- L. L. Brown's theory of situated learning, which emphasizes that learning in the context of real or near-real tasks develops skills that are as close as possible to professional activity;
- The concept of communicative competence by H. Hymes and D. Hefner, according to which successful communication includes language literacy, knowledge of communication norms and the ability to adapt speech to a specific situation.

The use of speech situations in teaching allows us to integrate these theories: the student encounters a realistic situation, receives feedback, and gradually develops sustainable professional communication skills.

Medical universities use a variety of methods to work with speech situations in their classes:

1. Scenario-based role-playing games simulate clinical situations with patients and colleagues. These role-playing games allow students to practice both medical history collection and emotional support skills.
2. Case studies are analyses of real or typical clinical cases with an emphasis on communication, ethical issues and decision-making.
3. Simulated patient practice – specially trained actors play the roles of patients with various diseases and psychological characteristics.
4. Interviews and surveys – students learn to ask open-ended and closed-ended questions, elicit complaints, and compile complete case histories.
5. Feedback and reflection – teachers and colleagues provide students with recommendations for improving communication, analyzing mistakes and successful strategies.

These methods help develop students' skills in expressing thoughts accurately and professionally, empathy, and the ability to adapt speech to a specific interlocutor.

Examples of speech situations

1. Diagnostic interview with the patient : The student should identify symptoms, medical history, and associated factors while demonstrating attentiveness and support.
2. Discussing a clinical case with a colleague : you must correctly justify your proposals, use medical terminology, and take into account the opinion of the team.
3. Informing relatives : It is important to convey information about the patient's condition clearly, without unnecessary medical jargon, and in a caring and respectful manner.

4. Documenting the Medical History : Students learn to write structured, logical, and well-formatted medical records.

The benefits of using speech situations. Using speech situations in teaching offers many advantages:

- Improves oral and written communication skills;
- Develops empathy and psychological support for patients;
- Reduces stress levels in real-life interactions;
- Increases students' confidence in professional situations;
- Develops the ability to work in an interdisciplinary team;
- Promotes the development of professional ethics and responsibility.

To effectively use speech situations, it is recommended:

1. Integrate them at all stages of training – from the first years to clinical practice;
2. Use a multi-level approach – individual and group exercises;
3. Use modern technologies – online simulations, virtual patients, interactive platforms;
4. Provide systematic feedback – regular analysis of mistakes and successful strategies;
5. Include interdisciplinary interactions – students from different medical specialties work together to simulate teamwork.

### **Conclusion**

Speech competence is an integral part of the professional competence of future doctors. The use of speech situations in educational practice allows students not only to reinforce theoretical knowledge but also to develop key communication skills necessary for successful careers in medicine.

Integrating speech-based situations into the training of medical specialists helps develop highly qualified, confident, and empathetic physicians prepared for the professional challenges of modern healthcare. Furthermore, this approach improves the quality of medical care and strengthens patient trust in the healthcare system.

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