TEACHING ANATOMY VOCABULARY THROUGH CONTEXTUAL LEARNING: CHALLENGES

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Abstract

This study investigates the challenges of teaching anatomy vocabulary using contextual learning in nursing education. It emphasizes the importance of anatomical knowledge in clinical practice and the requirement for effective vocabulary education that is adapted to the nursing situation. Data were acquired using a qualitative approach, including classroom observations and semi-structured interviews with students and teachers. The findings show that nursing students frequently struggle with technical jargon, which impedes their communication and understanding in clinical situations. The study also finds gaps in teaching materials and methodologies, indicating that a more engaging and practical approach is required. To improve vocabulary learning and better prepare students for their future healthcare occupations, recommendations for strengthening educator training and generating appropriate materials are presented.

Keywords: *Anatomy Vocabulary, Contextual Learning, Teaching Strategies*

INTRODUCTION

The study of human anatomy means knowing the structures that make up the human body and how they are related. Since the inclusion of this discipline in the academic curriculum, many traditional universities have promoted its teaching through the exposure of anatomical structures, being considered by some authors and students as monotonous and difficult to learn.

Anatomy is regarded as one of the foundations of medical curriculum, and it is here that professionals hone their clinical skills. A thorough understanding of anatomy is necessary for safe clinical practice, especially in the field of surgery. (Turney, 2007). Teaching human anatomy, like any other course, necessitats ongoing modification and analysis to discover the optimal teaching materials and tactics for the learning process. (Moxham and Plaisant, 2007).

In recent years, there has been a decrease in traditional, cadaver-based anatomy education, in some cases pushed by a shift towards an integrated and/or system-based curriculum. (Drake et al., 2009, Tibrewal, 2006). Religious belief, cost and time factors have also played a role in this reduction. This is supported by reports that the amount of time devoted to anatomy teaching is not adequate (Lockwood and Roberts, 2007, Drake et al., 2009).

Human anatomy is a fundamental discipline that enables healthcare professionals (in training and graduates) to have a thorough and comprehensive understanding of what

it means to study the human body. It establishes a basis in the technical language needed for other basic, clinical, and surgical disciplines. The method of teaching and learning anatomy has evolved over time, and numerous pedagogical models exist that may be confused with didactic ones. The goal is to observe educational elements and reflect on the pedagogical models, resources, and didactics used for teaching/learning human anatomy (past, present, and trends), thereby restoring the value of anatomical knowledge in the training of doctors and other healthcare workers. Current technologies and emerging approaches in anatomy informatics can supplement, enliven, and enrich (but not replace) the basic pedagogical models of regional, system, and clinical descriptive anatomy. Anatomy, a vital component of medical learning, probably has a long history of all components of formal medical education.

Teaching practicum is an important part of training that gives prospective teachers practical experience to teach in an actual environment. The background of teaching practicum includes the preparation and development of prospective teachers and the main objectives to be achieved through this practicum. Preparation of prospective teachers includes mastery of educational concepts, learning theories, teaching methods, and principles of classroom management.

According to Schön (1987), that teaching practice is the process by which the teacher applies his knowledge and skills to deal with complex and unstructured situations in the classroom environment. The practice of teaching involves constant reflection and adaptability to changes that occur in the learning environment.

The benefits of contextual learning in teaching anatomical vocabulary are significant. With better understanding and higher engagement, students can gain more sustainable and relevant knowledge for their lives. Therefore, this study will explore the benefits and challenges of implementing contextual learning in teaching anatomical vocabulary, as well as provide recommendations for the development of more effective educational practices.

During the implementation of microteaching, the author got a lot of new experiences and new insights that made the author realize that becoming a teacher requires a strong mentality and patience because a teacher will face various challenges in the teaching process, ranging from regulating emotions, adapting to the character of the students to be taught, and making the learning atmosphere fun.

This is in line with the opinion of Pierson, R. (2013). Renowned educator and speaker Rita Pearson emphasized the importance of patience in teaching. He argues that teachers need to have patience in dealing with students' difficulties, overcoming learning challenges, and providing continuous support.

He also said that patience will help teachers see the potential in each student and build a strong relationship with them. In addition, Marzano, R.J. (2003). It also argues that teachers need to have the mental capacity to deal with pressures, challenges, and obstacles that may arise in teaching. Psychological resilience allows teachers to stay focused, calm, and adapt to changes that occur in order to provide effective teaching.

In this case, the teaching practice report referred to by the author is a document made by students or prospective teachers in which it reflects their teaching experience in the real world, such as schools or other educational institutions. The report aims to assess student progress and progress in teaching practice and to provide insight into practical experience

METHOD

This study uses a qualitative approach to understand the implementation of English vocabulary teaching in the context of teaching Human Anatomy. Data will be collected through classroom observation, semi-structured interviews. Classroom observation aims to examine teaching practices, including the use of materials and interactions between teachers and students. Semi-structured interviews will be conducted with teachers and students to explore their perspectives, experiences, and challenges in learning aviation-related vocabulary.

In addition, documents such as curriculum, lesson plans, and teaching materials will be analyzed to assess the integration of Human Body Parts vocabulary into the educational program. The data collected will be analyzed thematically to identify patterns, challenges, and opportunities in vocabulary teaching, providing recommendations to improve teaching practices that meet the needs of Nursing Students.

RESULTS AND DISCUSSION

The results of this study indicate that English vocabulary mastery in Nursing Students is still limited, especially in the context of the Anatomy of Human Body Parts material. Many students show mastery of general vocabulary but lack understanding of technical terms related to Nursing, such as Frontal Lobe, Occipital Lobe, and Mandible. This deficiency hinders their ability to understand technical instructions and communication, both in simulation and Practice situations.

English teaching in Nursing Students prioritizes grammar and general communication skills, while focusing on specific vocabulary mastery is still lacking. Teaching materials mostly cover basic vocabulary that is not specifically tailored to the Nursing industry. In addition, teachers rarely include exercises designed to expand students' technical vocabulary, resulting in minimal exposure to specific terms needed for students' future careers in nursing.

Developmental teaching approaches are underutilized in teaching human anatomy; the role of traditional teaching forms and methods should be reoriented to self-development of students' creative thinking. On the other hand, a serious problem in medical universities has become the reduction in the number of hours devoted to the study of human anatomy, which is especially important for certain specialties ("dentistry," "medical and preventive care," "nursing," "pharmacy"), especially for those students who already require professional training in anatomy in the chosen specialty.

Finally, teachers face several challenges in integrating Anatomy-specific vocabulary into their lessons. Many educators report a lack of specific training in teaching English for Nursing purposes, As a result, teachers find it difficult to deliver effective and engaging instruction that meets the unique needs of students preparing for careers in the workforce.

The findings of this study indicate that students English vocabulary mastery is still limited, especially in the nursing context. This is in line with pervious studies that have snown that many students have general communication skills, but lack understanding of important technical terms in the nursing industry. This limitation can negatively impact their ability to understand technical instructions and communicate effectively in real nursing students.

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Furthermore, English language teaching in nursing students tends to focus more on grammar and general communication skills. An inadequate approach to vocabulary mastery can be a barrier for students preparing to enter the workforce in the nursing sector, where clear and precise communication is essential. This study strengthens the argument that vocabulary teaching is relevant to prepare students for the professional demands of this field.

One of the primary issues that educators encounter is a shortage of instructional materials that are specifically created for the nursing setting.

Furthermore, interviews with students revealed that they had difficulty in connecting vocabulary learned in class to real-world nursing situations. This suggests a gap between theory and practice in vocabulary teaching. To address this issue, it is important to adopt a more interactive and practical teaching approach, which allows students to apply vocabulary in relevant ways and real-world contexts.

Finally, the difficulties encountered by teachers in incorporating nursing students' specific language into their instruction underline the need for specialized training and professional development opportunities. Many teachers lack proper training in teaching English to nurses, which has an impact on teaching quality. As a result, implementing training programs and providing access to relevant resources should be prioritized in order to increase teacher competency and, consequently, student learning outcomes in the nursing environment

CONCLUSION

This study highlights the importance of mastering specific English vocabulary in the context of Teaching Human Anatomy Vocabulary. The results show that although students showed proficiency in general vocabulary, they still lacked understanding of important technical terms needed to locate small parts of the human body.

The insufficient focus on vocabulary teaching in the English curriculum poses a barrier to students in preparing themselves for the challenges of the workplace. A more contextual and relevant teaching approach needs to be adopted to improve students' vocabulary skills.

Anatomy is taught to most people at school and is not only important in medicine and sports, but is also an inspiration for art and literature worldwide. Today's anatomists combine many technologies and techniques to discover more about animals and humans, thus advancing the field of medicine. Therefore, the development of resources that are more aligned with industry needs should be prioritized.

Thus, improving educator competence will have a positive impact on student learning outcomes, thus better preparing them for work in hospitals.

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