

THE IMPORTANCE OF A FOREIGN LANGUAGE AND ISSUES OF ITS TEACHING IN MEDICAL UNIVERSITIES

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Abstract. The field of medicine is a field rich in various international terms and concepts. Students studying in this field must have a deep knowledge of English. This article discusses the issues of teaching English in medical universities.

Keywords: medicine, term, abbreviation, concept, method, teaching.

Абстракт. Медицина – это область, богатая в различных международных терминах и понятиях. Студенты, обучающиеся по данному направлению, должны иметь глубокие знания английского языка. Эта статья обсуждает вопросы преподавания английского языка в медицинских вузах.

Ключевые слова: медицина, термин, аббревиатура, концепция, метод, обучение.

INTRODUCTION

In today's rapidly developing age of technology, it has become an important task to properly organize the educational process and to make students interested in the lesson. A number of changes in the field of education based on the decisions of the President of the Republic of Uzbekistan on May 19, 2021 No. 5117 "On measures to bring the activities of popularization of foreign language learning to a qualitatively new level in the Republic of Uzbekistan" is being entered. In particular, the process of using didactic materials as a supplement by the teacher in planning language lessons in medical universities is being enriched based on modern requirements.

MATERIALS AND METHODS

The long-term development of this topic by domestic and foreign teachers has led to the fact that at present we can say with a certain degree of confidence that professionally oriented education is primarily focused on the development of three communicative parameters:

- fluency;
- literacy;
- efficiency [2].

Accordingly, the main distinguishing feature of professionally oriented teaching of the English language, incl. medical students, is the maximum consideration of the specifics of the professional sphere (Fig. 1).

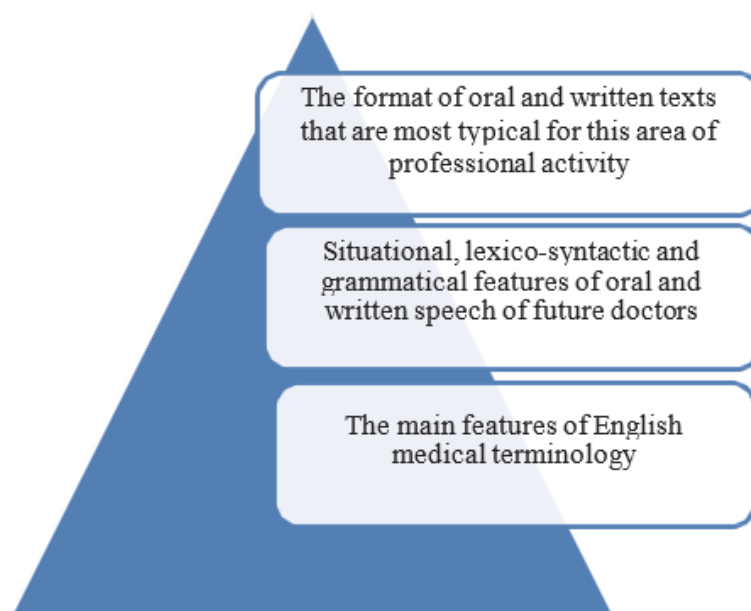


Fig. 1. Features of the professional sphere, which should be taken into account when teaching professionally oriented English to future doctors

RESULTS AND DISCUSSION

Therefore, professionally oriented teaching of English language to students of a medical university should be built in accordance with specific professionally significant goals and objectives. It is based on thematically selected material. The latter should have a number of important characteristics from the point of view of training modern competitive specialists (Table 1).

Table 1.

Necessary characteristics of the educational material used in teaching professionally oriented English to future doctors

Training	Takes into account potential situations related to future communicative interaction in the course of the implementation of medical professionals in their professional activities
	Reflects the most pressing medical problems
	Contains information on how to solve the most urgent medical problems in the target language

The audience consists of students with different learning styles. The auditorium is a meeting place where students' learning styles converge. As stated by Kinsella, "Learning style refers to an individual's natural, habitual, and preferred way of acquiring, processing, and mastering new information and skills, whether they are teaching methods or content. will continue regardless of the field" [3]. Thus, we can understand them as a way for a student to internalize reality or understand what is being taught in any classroom.

Because students' learning styles include cognitive, spiritual, and academic aspects that help students learn in different ways, teachers are expected to be creative and innovative to accommodate these styles as much as possible. Some students learn better by performing, listening, reading, acting, or working individually or in groups, etc.

Tomlinson believes that the developers of didactic materials should be suitable for all learning styles and provides them with [4]:

- visual (for example, a student prefers to record language);
- hearing (for example, the student prefers to hear the language);
- kinesthetic (e.g. the student prefers to do physical things, e.g. following instructions);
- educational (for example, a student likes to consciously pay attention to the linguistic features of the language and wants to be correct);
- experimental (for example, the student likes to use language and is more concerned with communication than correctness);
- analytical (for example, to focus the student's attention on each part of the language and

prefers to learn them one by one);

- global (for example, the student is happy to answer the whole language chunks at the same time and choose the languages he knows from them);
- dependent (for example, a student prefers to learn from a teacher and from a book);
- independent (for example, the student is happy to learn from his language experience and use independent learning methods).

So, a student who chooses the field of medicine will have the opportunity to study as a result of his work for several years. For a person who has been engaged in the exact sciences for a long time, the deeper study of a subject that requires the expansion of the imagination, such as English, creates several problems:

1. Excessive dependence of students on the teacher. We observed this situation a lot both in the process of working in groups and in the process of working with individual students. If students do not know the correct answers to some questions, they wait for the teacher to tell them the correct answer in a silent state. Maybe it depends on the student's learning psychology. But in such situations, in our opinion, it is more appropriate for the pedagogue to encourage the student to think independently, to find the answer independently, even if necessary using a book or notebook. Excessive dependence on the teacher can be observed even in students who know and are able to say the correct answer. You ask a question, the student knows the right answer, says the answer, but still looks at you to get the right answer. We believe that this behavior is not a knowledge of the correctness of the answer, but rather a feeling of not believing in one's own answer. In order to reduce such situations in non-specialist students, and to help them think independently as much as possible, every English teacher should encourage them. Encouragement is very important in this situation because it increases the student's self-confidence. [5]

2. More use of mother tongue. It is not possible to practice English speaking in English. Perhaps it is possible to conduct a practical training in this direction in the upper courses of the educational institution, especially with graduates, but it is impossible to teach English without using the Uzbek language with the students of

the first course. But too much use of the first language (mother tongue) can be a big obstacle for students to learn a foreign language. During the practical training of the English language, there should be a balance between the pedagogue's practical training using the English language and the Uzbek language. But how to find this norm? If Uzbek is spoken a lot, and English seems to be not spoken enough to the students, or on the contrary, if English is spoken too much, as a result, the students do not understand what is being said, they cannot fully understand some assignments. In any case, the problem related to the norm of language use in the groups between the mother tongue and the English language, we think, worries most pedagogues.

3. Boredom of students. It is natural that students, regardless of their age, often get bored in boring practical classes. In order to make practical training more interesting, pedagogues should talk to each student in the group, but learn about the personal interests of the group members and explain the topic taking into account the general interests of the group.

4. Persistent dominance of one or more excellent students. This situation, which causes the excellent ones to always excel and the uninterested ones to always fall behind, should not be allowed in practical English classes. Everyone should participate equally in English practice and learn equally. Even if some students who are more knowledgeable than others are given better marks in the practical session, and to some extent more incentives, the students who acquire slower than them or do not fully participate in the practical session should not be completely forgotten. It is necessary to encourage them more than others and enable them to actively participate in practical training.

5. Unpreparedness of students for practical training. The first reason for this situation is that the pedagogue does not require enough attention to complete the task related to the subject of practical training. If the pedagogue spends a specified part of each practical session only to check the assignments based on the topic covered, and no student in the group is left out, the group will come prepared for the practical session.

CONCLUSION

The scientific novelty of the article is determined by the identification of the specifics of the process of teaching professionally oriented English to students of modern medical universities.

The theoretical significance of the article lies in the expansion of pedagogical knowledge about the process of teaching professionally oriented English to students of modern medical universities.

The practical significance lies in determining the direction of work of the teaching staff of medical universities in teaching students professionally oriented English.

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