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CONTRIBUTION TO LEARNING FOREIGN LANGUAGES IN MEDICINE

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The problem of learning and assimilation of foreign languages in medical universities of Uzbekistan, the best approach in this direction is differentiated in order to improve the quality of education, the most essential teaching methods are determined in the article. Taking into account today's capabilities and professional characteristics, peculiar teaching mechanisms and methods are learned in the process of learning foreign languages. Different technologies nowadays require university teachers to have pedagogical skills, knowledge and the ability to diagnose the goals of education and upbringing. The teacher's proficiency in modeling educational material with the formation of innovative thinking in the student, active motivation in learning is determined. Teaching, profession, methodology, modern trends, foreign languages, motivation.

The level of foreign language skills and abilities in Uzbekistan are interrelated and borrowed from The Common European Framework of Reference for Languages (CEFR), an international standard for describing language ability, in order to ensure compliance with international standards [1]. Educational reforms for the introduction of continuous learning of foreign languages of the present time are developed in accordance with the content of education and continuity at the stages of general secondary, secondary special and higher education. This applies to the educational process, starting from the first grade of secondary schools up to the last stages of higher education [2]. This is evidenced by the regulatory framework, as well as organizational and legal measures for deep reform of higher medical education aimed at introducing modern innovative educational technologies into the educational process, introducing an improved system

of their regular retraining in accordance with modern requirements, aimed at radically improving the quality of training of highly qualified specialists. The principles of effective activity in accordance with modern requirements in teaching and learning foreign languages are also defined, tasks and mechanisms for improving the language skills and abilities of specialists in various fields are defined [3]. The activity of teaching foreign languages in medical universities of Uzbekistan currently requires special attention, since there is a possibility of gradual removal of the foreign language as a subject from the register of disciplines due to the modernization of the whole education system in this direction [4]. In the course of the country's integration into the world community, a comprehensive system for teaching and learning foreign languages has been created in the country. This state policy is aimed primarily at improving the literacy and quality of specialists who have mastered foreign languages and are able to use new methods and standards, as well as continuous professional development and qualification of professors and teaching staff of higher educational institutions, exchange of experience in providing a professional approach to English, exchange of practical experience in learning foreign languages. The adopted regulatory framework also contributes to the creation of optimal opportunities in the training of highly qualified specialists for medicine. As a result, there is a significant increase in the assimilation of foreign languages in almost all educational institutions of the country. This process includes the preparation of graduates with the appropriate level of knowledge in higher medical education.

Research questions and Methods

The current reforms have a powerful impact on their worldview. At the contemporary stage of development of society, when the possession of foreign languages is one of the most important tools of communication, public and private interests are often intertwined with each other, often creating a kind of discrepancy of certain individual psychological properties, abilities and inclinations. An important stage in the improvement of a foreign language by a medical student is a professional approach, taking into account his abilities and capabilities. It is also important that there is insufficient knowledge of the problem of language abilities, although there is such a related concept as "language consciousness" [5] as well as the professional mobility of the teacher [6]. The significance of these studies is determined by the fact that it is necessary to constantly replenish the educational process with effective methods. It is important to take into account both methodological and pedagogical and psychological factors of working with students. The degree of effectiveness of one or another method of teaching foreign languages under various conditions is determined, in our opinion, based on the experience of teaching itself. Here it is important to define the following goals and the following tasks: Identification of the most effective socio-pedagogical methods of teaching.

Definition of a special approach to students with a low level of foreign language acquisition.

Establishing a positive relationship between the student

and the teacher.

3 Improving the motivational learning environment.

Identification of categorical statuses of language assimilation.

The improvement of innovative potential in teaching foreign languages is due to the ability to master fluently active teaching methods. At the same time, the teacher's skill in modeling educational material with the effective formation of innovative thinking in a student is due to active motivation in training and the implementation of requirements for the professional activity of a future specialist. New technologies nowadays require pedagogical skills, knowledge, and the ability to diagnose the goals of education and upbringing from a university teacher. Here it is necessary to organize skills that require a constant search for new opportunities, initiatives and proposals with their subsequent implementation [7]. For today, the level of skills and abilities are determined according to the descriptors of language skills and abilities (A1, A2, B1, B2, C1), borrowed from the CEFR to ensure compliance with international standards. Individual differences in the language abilities of the trainees make it possible to conduct all kinds of experiments, analysis, and research. However, students are assessed according to the same standards. Using the example of practical English classes at the Department of Foreign Languages of the Tashkent Pediatric Medical Institute [8], in the Table 1, we present the Assessment Criteria of medical students' level of knowledge on a five-point scale:

Table 1

presentations, situation tasks, tests, handout, etc.	score	mark
demonstrate the ability to independently and creatively solve problems in non-standard situations; have the ability to think abstractly, analyze and synthesize events, as well as use the foundations of philosophical knowledge to form a worldview; ability to act in non-standard situations, readiness for self-development, understanding, reading, use of creative potential	5	excellent
be able to independently solve problems in standard situations within the discipline; have the ability to analyze and synthesize events, as well as the ability to use the foundations of philosophical knowledge to form a worldview; readiness for self-development, understanding, reading, use of creative potential	4	good
be able to independently solve problems in standard situations of the curriculum; be able to solve problems in standard situations within the framework of academic science; readiness for self-development, understanding, reading, use of creative potential	4	good
be able to carry out practical skills (in terms of quality and quantity) independently, but completely with mistakes and master them with mistakes; have difficulty answering or demonstrating some special skills, but demonstrate that they have a basic understanding	3	admissible

demonstrate that he or she has a basic understanding of the response or has difficulty demonstrating certain specific skills and makes mistakes; be able to perform practical skills (qualitatively and quantitatively) independently and without mistakes; have a partial knowledge of general concepts and be able to apply them when solving standard (model) situations	3	admissible
do not understand the essence of the main theories, concepts and directions of the studied science, cannot solve problems in standard situations within the framework of the curriculum; unwillingness to self-develop, understand, read, use creativity	2	not admissible
do not understand the essence of the main theories, concepts and directions of the studied science, cannot solve problems in standard situations within the framework of the curriculum; unwillingness to self-development, understand, read, use creativity	2	not admissible

Of course, in order to make a fair assessment, the teacher, first of all, is the first to be responsible for the high-quality and professional provision of educational material. The modern methodology provides the teacher with extensive opportunities in this direction, which makes classes interesting and informative for both the teacher and the student. However, students' learning itself can be full of unpredictable moments. In one lesson, a student can be active and involved in the process, and in another - unmotivated, tired or even alienated. There is also a problem of missed classes by students, in which the chain of sequence for the systematic development of lexical and grammatical material is disordered.

Results

It is very important to select the educational material in such a way that it reflects the needs and interests of the student. Motivation through engagement is equally important for successful learning of foreign languages. In addition, the student should always be given the opportunity to express his opinion on the content of the lesson. It is necessary to create all possible conditions for him to exchange ideas and his own views on the material being studied. The learner and his thinking are formed more actively and effectively if the educational process is provided with a favorable psychological climate of cooperation between the teacher and the student, as well as if the educational process reflects the full life cycle of professional activity with its innovations and discrepancies. The assignment of a foreign language learning covers the following necessary components:

1. Rich alignment of goals and objectives, professionalism of student involvement in the content of the material.

2. The capacity to use new pedagogical standards with their adaptation to the interests of students.
3. Masterful submission of educational material.
4. To confirm the reality between the student and the taught subject.
5. A clear organization of the student's self-governing activity.

Conclusions and Recommendations

Working in technically equipped, modernly equipped classrooms makes it possible to turn to the sources of the material, where the student can get full information about the authors of the course and textbook. Today's student is provided with extensive material in the form of audio, video clips, films, computer programs, etc. that gives him the opportunity to feel how a foreign language is used in real life. He can also view or listen to this video at home, at leisure, with friends or with family. Consequently, new technologies create conditions for both the student and the teacher.

There may be problems when students, for various reasons, for example, due to excessive entertainment or passion for other subjects in their specialty, do not fully understand the importance and significance of the foreign language they are studying. For the effectiveness of teaching, it is important to have a clear alignment of ideas, goals and objectives at the time of teaching. It is necessary to involve the student in the content of the material studied professionally, masterfully, without "imposition". Any methods are appropriate here. You can organize the lesson as if they are watching their favorite TV show, movie, or sitting with friends, on the Internet social networks, etc.

The existing regulatory framework in the field of foreign language learning includes a comprehensive system of cardinal improvement of activities in this direction. Definitely, such created conditions for wide access to the achievements of world civilization, world information resources, and, accordingly, the formation of new innovative thinking are the most

important achievements of the modern educational process.

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