



METHODOLOGY FOR TEACHING MEDICAL TERMS IN MEDICAL FOREIGN LANGUAGE PRACTICE IN PARAMEDICINE

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Abstract:

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Our goal is to analyze in detail the basic modern systems of methods for teaching foreign languages and show their methodological importance in terms of efficiency in teaching foreign languages.

Keywords: Lexical Syllabus, Western European languages, teaching method, educational methods, intensive

The problem of correct selection of the most effective methods in the course of practical training, which correspond to modern educational conditions of foreign languages and meet the requirements of modern state education standards, is an urgent problem.

For this purpose, we found it appropriate to study the historical evolution of methodological systems of teaching foreign languages during the 20th century and to determine the main goals, tasks, principles and training manuals for each methodological system. We also studied the theoretical foundations of many methodological systems, the scope of their application in the educational process, their features, advantages and disadvantages, and the level of effectiveness of their use in teaching foreign languages today.

Information about learning foreign languages goes back to ancient times: during the period of flourishing culture in Syria, Ancient Egypt, Greece, and Rome, cultural relations between these countries were of practical importance due to the intensity of foreign language trade. Even in the Middle Ages, it can be seen recorded in literary monuments and dictionaries of Western European languages. The main foreign languages taught in the schools of that time were first Greek and then Latin. However, during the history of the development of the culture of European countries, no foreign language was used for such a long period as Latin. Only in Western Europe, with the development of national languages, Latin lost its leading role, but remained in the general education system for many years. Dissertations were written and defended in Latin in Germany even at the beginning of the last century. Translation methods were used to teach Latin, which later had a significant impact on the teaching methods of Western European languages - French, German and English.

The history of foreign language teaching methods is aimed at finding the most reasonable methods of teaching foreign languages.

First of all, the natural method aimed at developing the competence of speaking and reading light text has been used in effective foreign language teaching for a long time.

We have made the following changes to make it interesting to the modern direction called "Lexical Syllabus", which guides independent work with medical texts outside the classroom. Students are given a short film and told to write down all the industry terms in it. In the course of the lesson, various word combinations and sentences using these terms are used, the students' task is to use incentive points or penalty words for correctly and incorrectly pronounced words. In this process, the student's attention is focused on correct pronunciation and correct writing at the same time.

With the emergence of schools and the introduction of a foreign language as a subject of general education, at first they also tried to teach the language through the natural method, but soon it was replaced by the translation method, which dominated until the middle of the 20th century. In the next hundred years, there was a constant struggle between the proponents of natural, later direct and translation methods, and although modern methods of foreign language teaching differ significantly, the question of using or abandoning the mother tongue in foreign language teaching has always been at the center of debate [9;253 -254].

First of all, it is necessary to define the concept of "teaching method", and also to highlight the main features of the classification of foreign language teaching methods.

Teaching methods are one of the most important components of the educational process. Without the use of appropriate methods, it is impossible to achieve the goal, to implement the intended content, to supplement education with cognitive activities [6;9].

Along with the change of methods, the concept of "educational method" has developed in theories of teaching and learning foreign languages, as in all disciplines. Currently, this concept is not clearly defined in the scientific literature.

In modern foreign literature, the term "method" (English language) can correspond not only to "method", but also to the term "approach" (English language). In some literature, the term "method" is not used at all, but only about the "methodology" of teaching.



In foreign language methodology, the term "method" can mean individual elements of the system (phonetics or grammar teaching method) in addition to defining the entire system or the entire field of study, often coincides with the term "technique" in the literature of other foreign countries [3; 23].

Such an approach has been confirmed in modern science, according to which teaching methods are a very complex, multifaceted pedagogical phenomenon. Currently, intensive teaching of foreign languages is considered as a direction implemented in various methodological systems. Existing methodological systems are being developed and new methodological systems are being created within the framework of the intensive course. This is due to the variety of specific goals of teaching a foreign language to different contingents of students, as well as the variety of learning conditions [1; 3-4].

Problem method - the use of modern teaching methods is the basis for organizing students' independent work in the classroom and outside. One of these methods can be considered a problem-based learning method.

In many studies, the problem-based method of teaching is considered as a means of activating learning and increasing the effectiveness of teaching a particular subject.

Today, problem-based education means the organization of educational activities, which include the active independent activity of students to create problem situations and solve them under the guidance of a teacher, as a result of which the development of knowledge, skills and abilities, and mental abilities are creatively mastered [6; 136].

The problematic method of teaching is characterized by the fact that knowledge and activity methods are not presented in a ready form, rules and instructions are not offered, after which the student is guaranteed to speak correctly. The whole essence of the method is to stimulate the student's research activity. Such an approach is related to the modern orientation of education to the education of a creative person and the laws of development of this person, human psyche, in particular, thinking and interest, which are formed in problematic situations.

Problem-based methods are methods of searching for and solving complex problems based on the creation of problematic situations, active independent cognitive activity of students, requiring knowledge updating, analysis, formation of the student's creative ability, initiative and independence.

In the modern theory of the problem method of teaching, two types of problem situations are distinguished: psychological and pedagogical. The first

refers to the activity of students, and the second represents the organization of the educational process. Based on this method, we developed an electronic dictionary of medical terminology consisting of 2000 words, and using it, we displayed 10 words repeatedly on all computers during each lesson. By completing them, students also learned the meanings of the terms and the order in which they are used in the text.

Modular education - in connection with the use of a student-oriented approach in the practice of teaching foreign languages, its main rules are aimed at the development of the student's personality as an active subject of educational activities; increasing the role of independent work; the problem of control and self-control over the course and result of foreign language acquisition, learning and using innovative technologies, including modular teaching technologies, especially at the profile level of foreign language teaching, is becoming urgent. The purpose of this technology is to develop and educate students' ability and readiness to learn a foreign language independently.

The term "module" comes from the Latin word *modulus*. - "measurement" is widely used in a number of disciplines. In pedagogy, a module is understood as "a purposeful functional unit in which the content of education and the technology of its acquisition are combined into a system of high-level integrity" [2;7].

Thus, the module works as a modular teaching tool, because it includes: a target action plan, an information bank, a methodological guide for achieving didactic goals. This module is a curriculum that can be individualized in terms of content, teaching methods, level of independence, pace of student's learning and cognitive activity. Its difference from other educational systems lies in the important features of modular education [6;214].

When using the modular teaching technology, the student is placed in the conditions where he needs to learn using the information given to him, to form the skills of using the educational material using the instructions given to him. Such instructions are figuratively called "instructions". With the help of "instructions", the teacher manages the students' educational activities, constantly encourages their independent work [2;7].

Project method - the main task of methodologists and teachers is to help projects take their place in the practice of teaching foreign languages. It is the understanding and application of this method in terms of the requirements for education in the new educational, socio-cultural situation, at the current stage of social development, that allows us to talk about the project as a new pedagogical technology. A person-



oriented approach to educating young generations allows to effectively solve problems [9;28].

A project is a work planned and carried out independently by students, in which oral communication is organically woven into the intellectual and emotional context of other activities (games, trips, journal publishing, etc.).

It is the project activity as one of the forms of educational activity, according to the opinion of modern foreign didactics, that is able to make the educational process personally significant for the student, in which he can fully reveal his creative potential, demonstrate the ability of research, creativity, and activity [8;6].

Work on the project includes 4 stages:

1. Planning. Students are presented with a hidden problem, which must be identified and formulated. Then students discuss the content and essence of the project with the participation of the teacher, make a plan for its implementation.

2. Execution. The main research work is being carried out, the necessary information is being collected to reveal the topic of the project. Formation of independent work skills.

3. Presentation. Protection of projects, oral or written presentation of the results of the work performed depending on the purpose and type of the final product.

4. Control. Evaluating and summarizing the results of the work performed.

M.E. Breygina divides the projects into monoprosjects and collective projects according to the number of participants, oral-speech, written, visual and Internet projects according to the nature of the presentation [9;28].

The use of active forms of teaching in the teaching of medical sciences means that students should not only acquire certain knowledge, but also be able to apply it in a specific practical situation. In order to improve the educational process in higher education, it is of great importance to know and take into account the features that ensure the need for students to repeat previously acquired knowledge and enrich them with educational and cognitive skills, new knowledge [3].

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