

FORMATION AND DEVELOPMENT OF MEDICAL STUDENTS' COMMUNICATION SKILLS BASED ON MEDIA TECHNOLOGIES

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Abstract

This article outlines the feasibility of developing media-technological speech skills in language teaching methodologies and developing media-technological development technologies in language learning based on high-level experiences in the professional speech culture of medical students.

Keywords: Competence, media technology approach, teaching methodology, skill, pedagogical mechanism.

Introduction

Today, the formation of new social relations in our society, the integration of education into the world education system, the development of democratization and humanization processes require a new approach to modern pedagogical technologies in the educational process. In the modern healthcare system, the professional competence of a doctor has a multifaceted content, which includes not only deep theoretical knowledge and practical skills, but also a high level of communicative culture. In today's conditions of globalization and digital transformation, medical workers are required to conduct effective, empathetic and scientifically based communication with the patient. In the process of acquiring clinical knowledge, medical students often pay more attention to theoretical subjects and perceive the development of communicative skills as a secondary issue. As a result, they face difficulties in such situations as conducting a conversation with a patient in a real clinical environment, explaining a complex diagnosis in simple and understandable language, and taking into account the psychological state of the patient. Especially in stressful clinical settings, time



constraints, and the increase in remote consultations, communicative competence is becoming even more important.

The educational process organized on the basis of media technologies forms in students not only fluency of oral speech, but also elements of non-verbal communication (intonation, facial expressions, body movements), empathy, active listening, questioning techniques, and the ability to convey complex medical information in a simplified manner. At the same time, modern competencies such as compliance with ethical standards in a digital environment, maintaining a professional image, and developing a culture of remote consultation are also formed.

In the world, special attention is paid to the use of a media-technological approach to improving the professional and speech culture of higher education students, to improving pedagogical mechanisms for creating an integrative educational environment based on improving language learning. As a result, certain developments and reforms are taking place in the socio-economic spheres of society. After all, the professional and speech culture of students as a means of language communication affects the development of all areas, therefore, the issue of its teaching is always relevant. In the scientific literature on teaching English, French, German and other developed foreign languages, special attention is paid to the content and level of use of the professional and speech culture of students in the world, and its effective use in the educational process. In medical practice, the professional and speech culture of students is focused on the effectiveness of communication based on media technologies. This requires improving the didactic conditions for the formation of the professional speech culture of medical students through a media-technological approach, and developing a model for incorporating a communicative orientation into professional activities through the creation of an integrative-facilitative educational environment.

The professional and speech culture of medical students is formed through specific requirements for language learning based on experience, that is, listening comprehension, speaking, reading and writing skills. In our opinion, it is appropriate to use this approach a little more creatively in teaching foreign languages. Because students, as carriers of the language, come to a higher educational institution with certain speech skills and qualifications. In our republic, attention is paid to developing the abilities and skills of future doctors, cultivating a tactical and strategic orientation in pedagogical activity, and



increasing the activity of students in medical education as a priority. At the same time, the practice of medical education requires improving the professional and speech culture of students based on a media-technological approach, clarifying the factors and criteria for increasing communicative competence, and improving the conceptual model and practical-technological system. In teaching a foreign language in accordance with state educational standards and national assessment criteria, there is a need to critically study the content of questions, exercises, and assignments using media technology, and to describe and classify them from the perspective of developing and assessing speech skills and competencies.

Nowadays, philologists have also made their worthy contribution to the methodology of teaching a foreign language in order to improve the professional and speech culture of students at different times as authors of programs and textbooks. Studies on teaching English in the CIS countries were carried out by N.V. Barishnikov, V.V. Bezrukova, M.Z. Biboletova, N.N. Trubaneva, I.L. Bim, T.A. Davidova, Z.R. Devterova, N.V. Elukhina, T.A. Zaytseva, G.V. Zakharova, I.A. The need for a media-technological approach to improving the competence of teaching English in medicine in order to improve the professional and speech culture of students determined the topic of our research. Today's pedagogical, linguodidactical conditions require the improvement of educational tasks based on a media-technological approach, and it is also necessary to take into account B. Bloom's taxonomy in improving the professional and speech culture of medical students.

In conclusion, it is worth noting that the applied research methods and scientific-theoretical data related to official sources, the effectiveness of the presented analysis and experimental-testing work explained by the fact that they based on mathematical statistical methods, and the conclusions, proposals and recommendations implemented in practice. At the same time, it is of great theoretical importance in studying the history of pedagogy and education, improving the methodology of teaching English, and determining the place of English phonetics in education. The ideas, theoretical views and practical recommendations put forward in the article can be a source for creating "English" textbooks, teaching aids and preparing lecture texts.

The results of the study show that the educational process organized based on media technologies allows for the effective formation and development of communicative competence of medical students. Compared to traditional

teaching methods, video analysis, virtual simulation, online role-playing games and digital reflection tools increase the active participation of students, strengthen independent thinking and self-assessment skills. With the help of media technologies, the student has the opportunity to see and hear his speech from the outside, which is important in identifying and correcting communicative errors. Through virtual clinical situations, experience close to real conditions gained in a safe learning environment. Such an approach strengthens the student's confidence, psychological stability and professional responsibility.

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