



RESULTS OF CURRENT FOREIGN LANGUAGE TEACHING METHODOLOGY

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Abstract:

This article discusses the methodology of teaching a foreign language in higher education. It examines the history of its development as a discipline, the types of modern methods used in the methodology of teaching a foreign language, and the issues of their application.

Keywords: Innovation, communication skills, skills, qualifications, didactics, intercultural communication, professional growth, speech skills, speech activity.

Introduction

Today, the study of foreign languages is developing rapidly. Ensuring the quality of foreign language training of the growing younger generation, radically improving the system of training specialists who can speak foreign languages fluently, and training qualified personnel who meet world education standards through thorough mastery of foreign languages are among the goals of the educational reform being implemented in our country. This is an integral part of the professional training of specialists. The quality of their language training depends on the successful resolution of professional growth issues, which leads to the expansion of relations with foreign partners. Knowledge of a foreign language, which allows you to continue your professional potential, largely depends on the style of study at the university and postgraduate school, as well as your success. In order to ensure the implementation of measures to increase the level and quality of training of qualified medical personnel who know foreign languages, it is necessary for higher medical educational institutions to use modern methodologies. At the same time, it is worth noting that each language being studied has its own laws and



rules, its own secrets. Based on this, it is necessary to familiarize students with the basics of teaching foreign languages, modern methods, other disciplines that are fundamental to the methodology, and in many ways determine its modern content and other positions.

Currently, more and more attention paid to the issues of teaching a foreign language as a language of professional communication, in which reading original medical literature is the main source of obtaining the latest information of a special nature, which helps to increase the specific level of professional competence of graduates of non-linguistic universities. With this approach, professionally oriented (IPO) study of a foreign language becomes the most important component of foreign language teaching at a medical university.

Thus, the relevance of the study depends on the following factors:

- Lack of evidence-based approaches and methods in teaching foreign languages to medical students;
- Low effectiveness of practical developments in teaching foreign languages as professionally important skills of future doctors;
- Priority importance of reading special texts in a foreign language at a medical university;
- Insufficient development of a methodology for teaching medical students to read IPO, taking into account the specifics of professional training in medical universities;
- Low level of IEP reading skills by medical students.

For students studying at medical universities, the subject of teaching a foreign language, the process and methods of education, the science of teaching a foreign language, the study of teacher and student activities are considered the subject of methodology. In modern conditions, serious requirements placed on the level of training of any specialist. A very important and significant component of this training is knowledge of a foreign language. The state standard of higher professional education requires taking into account professional characteristics when studying foreign languages in non-specialized universities.

Learning a foreign language should be carried out taking into account the specifics of professional thinking, the personal needs of students, and the development of their personal qualities. These aspects are extremely important in organizing the educational process in a medical university. Learning a foreign language is a



multifaceted discipline, in the process of which a person undergoes complex psychological changes. In particular, a process of comparing the native language with a foreign language occurs. Various teaching methods and technologies used in this process. Using modern pedagogical technologies, teaching a foreign language by comparing the native language with the foreign language gives effective results. Teaching a foreign language requires knowledge of its methodology. Methodology and technologies play an important role in the process of learning a foreign language. There are various methods of methodological science in organizing a lesson. The methods widely used in the methodology of teaching a foreign language are the method of communicative didactics, the method of organizing intercultural dialogue, and the method of organizing exercises. These three methods closely related to each other and always complement each other. Since the science of methodology related to the science of didactics, communication based on it during the study of a foreign language, and the method of communicative didactics formed. The general cultural competence of a medical specialist in a foreign language should reflect the readiness and ability to master a foreign language sufficiently to carry out certain types of professional activities in everyday and professional communication, for example: standard hours. As a regional component, such foreign language courses can be introduced not only in the first years, but also in the senior years (as an elective or additional), in which, as the experience of the departments of foreign languages of medical universities shows, students are more motivated to learn a foreign language. Another important aspect of the practice of teaching a foreign language in a medical university is ethical. The ethical component is an integral part of the educational and upbringing process, ensuring the acquisition of a number of professional qualities and values by students during the training process, which based on the desire to put the patient's needs first. From the point of view of state educational standards, a foreign language in a medical university is one of the mandatory components of the humanitarian training of a specialist.

According to the program of the subject “Foreign Language in Medicine”, in English lessons, students are acquainted with the basics of business English, the necessary professional vocabulary. They read texts containing this special vocabulary develop dialogic and monologue speech, and in the process of studying it, students form the skills and qualifications to use a foreign language as a means



of communication, as a means of obtaining new, relevant and useful information from various fields of knowledge, for example, from the field of medicine. The main task of the teacher is to reveal the creative thinking of students, to find tools that stimulate students' mental activity and interest in a foreign language. In solving this problem, active pedagogical teaching methods come to the fore, which encourage students independently and creatively master the material. A conference held by foreign language teachers is an example of this.

Conclusion

The main goal of the formation of professional and personal culture of medical students is the development of socially significant qualities as the highest value of education. The professional and personal culture of a doctor should permeate all aspects of his professional activity. In this regard, the most urgent problem of the educational process in a higher medical school is the formation of the personality of the future doctor, paying more attention to his civic responsibility, legal culture, spirituality, and initiative in a foreign language.

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