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## DEVELOPMENT OF PROFESSIONAL FOREIGN LANGUAGE COMPETENCE OF MEDICAL STUDENTS

**Annotation.** The teaching of foreign languages in medical higher education institutions is currently far behind the requirements of the state educational standard for medical specialties on foreign languages and the need of society for highly qualified medical specialists who are fluent in a foreign language. This article will talk about teaching English as the language of international professional communication. Three stages of learning English are considered: general education, higher education and master's, we think that each of them should fulfill its goals and objectives, develop appropriate competencies in the field of mastering language skills. In medical education, the focus is on learning English and the problems associated with it.

**Keywords:** English language, vocational education, continuing language education, pre-diploma language education, post-diploma language education, scientific field.

## РАЗВИТИЕ ПРОФЕССИОНАЛЬНОЙ ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ-МЕДИКОВ

**Аннотация.** Преподавание иностранных языков в медицинских вузах в настоящее время значительно отстает от требований государственного образовательного стандарта для медицинских специальностей по иностранным языкам и потребности общества в высококвалифицированных медицинских специалистах, свободно владеющих иностранным языком. В этой статье речь пойдет о преподавании английского языка как языка международного профессионального общения. Рассматриваются три этапа изучения английского языка: общеобразовательный, высшее образование и магистратура, мы считаем, что каждый из них должен соответствовать своим целям и задачам, развивать соответствующие компетенции в области овладения языковыми навыками. В медицинском образовании основное внимание уделяется изучению английского языка и связанным с этим проблемам.

**Ключевые слова:** английский язык, профессиональное образование, непрерывное языковое образование, преддипломное языковое образование, последипломное языковое образование, научная сфера.

## TIBBIYOT TALABALARINING KASBIY CHET TILI KOMPETENTSIYASINI RIVOJLANTIRISH

**Annotatsiya.** Tibbiyot oliy o'quv yurtlarida chet tillarini o'qitish hozirgi kunda chet tillari bo'yicha tibbiyot mutaxassisliklari bo'yicha davlat ta'lim standarti talablaridan va jamiyatning chet tilini yaxshi biladigan yuqori malakali tibbiyot mutaxassislariga bo'lgan ehtiyojidan ancha orqada qolmoqda. Tibbiyot oliy o'quv yurtlarida chet tillarini o'qitish hozirgi kunda chet tillari bo'yicha tibbiyot mutaxassisliklari bo'yicha davlat ta'lim standarti talablaridan va jamiyatning chet tilini yaxshi biladigan yuqori malakali tibbiyot mutaxassislariga bo'lgan ehtiyojidan ancha orqada qolmoqda. Ushbu maqolada ingliz tilini xalqaro professional muloqot tili sifatida o'qitish haqida so'z boradi. Ingliz tilini o'rganishning uch bosqichi ko'rib chiqiladi: umumiy ta'lim, oliy ta'lim va magistratura, ularning har biri o'z maqsad va vazifalarini bajarishi, til ko'nikmalarini o'zlashtirish sohasida tegishli kompetentsiyalarni ishlab chiqishi kerak deb o'ylaymiz. Tibbiy ta'limda asosiy e'tibor ingliz tilini o'rganishga va u bilan bog'liq muammolarga

qaratiladi. Iltimos, ushbu maqolani o'qib chiqiladi: umumiy ta'lim, oliy ta'lim va magistratura, ularning har biri o'z maqsad va vazifasi.

**Kalit so'zlar:** ingliz tili, kasb-hunar ta'limi, uzluksiz til ta'limi, aspiranturadan oldingi til ta'limi, aspiranturadan keyingi til ta'limi, ilmiy soha.

Currently, during the period of globalization and the formation of a unified information space, knowledge of a foreign language, primarily English, is becoming an integral part of the description of a highly qualified specialist. Almost all scientific discoveries made in the world were later described in English. Therefore, no one doubts that knowledge of English in the modern world is a path to self – improvement, professional growth and international activism. Everyone involved in scientific activities should be at the center of all the latest achievements in their field. This applies primarily to medical professionals.

Currently, the rapid development and growth of Medicine is observed. At the same time, new goals and objectives are being put forward in the preparation of future doctors. All this is reflected in the state standards of higher professional medical education. The above goals and objectives apply not only to specialized and special medical subjects, but also to basic general education subjects. This article will talk about teaching English at different stages of Education. Careful attention to this aspect of study in medical education is associated with the need to train highly qualified specialists who can defend their point of view on various issues directly related to the practical and scientific activities of the specialist, ready to communicate with colleagues in finding a solution to problematic issues. Teaching English at the medical education level is embodied in a strategy for teaching professional-oriented languages .

Nowadays, great attention is paid to the professional foreign language learning of young specialists in our republic. In medical education, English is included among the compulsory subjects, the teaching of which can be divided into three stages: General Education, Higher Education and post-tertiary self-improvement, that is, continuous language education.

The teaching of foreign languages begins in secondary schools, continues in higher education and later in the post-tertiary level. In secondary schools, students acquire everyday communication skills, get acquainted with the history of the countries of the studied foreign language, their traditions, geographical location. They get acquainted with the phonetic, grammatical and lexical structure of the English language. Teaching of foreign languages begins in secondary schools, continues in higher education from the learner. If the language studied by students in the elementary grades of secondary schools is given sufficient attention, then as they grow and determine the future profession, their interest in the language by them decreases or disappears altogether. When entering medical higher education institutions, the level of proficiency in English is not checked, students are divided into groups regardless of language proficiency levels. If the language studied by students in the elementary grades of secondary schools is given sufficient attention, then as they grow and determine the future profession, their interest in the language by them decreases or disappears altogether. When entering medical higher education institutions, the level of proficiency in English is not checked, students are divided into groups regardless of language proficiency levels. For this reason, students with different levels of English proficiency fall into the same group. Due to the fact that a professional foreign language, as mentioned above, is compulsory education in all higher education countries of our country, regardless of the desire of students and the level of knowledge of English, they will be forced to submit their studies and final controls in English.

Unlike secondary schools, in higher education educational institutions, students will have to study the main general scientific terms and grammatical phenomena characteristic of the field of scientific knowledge in which they specialize, familiarize themselves with the style of scientific presentation, the basic scientific concepts inherent in the English language in this scientific field. Thus, continuity and sequence of education are observed.

As can be seen from the above, higher education is faced with very large and difficult tasks. And the main difficulty is that in higher education it takes less time to learn a foreign language. This is highlighted in many decisions of our country.

To determine the readiness of higher education graduates and medical professionals to communicate in English in writing and orally, and to identify the shortcomings of language education at both the pre-graduate and postgraduate levels.

The study involved students and postgraduates of medical higher education institutions. The study was conducted by requesting and analyzing written translations conducted by the study participants.

Currently, in medical universities, there are only 80 hours in the subject "foreign language in medicine" at the faculties of "Medical Science" and "Therapeutic and preventive medicine" and 60 hours at the Faculty of Dentistry. This means that in a short period of time, students should develop competencies that will allow them to read, understand, translate and receive information from English-language sources, as well as translate general scientific texts in their future specialty from English. Given the low level of English proficiency of many first-year students, it is impossible to complete this task.

Of course, these given hours are not enough to form a qualified occupation of the professional language of medicine, as evidenced by oral communication with students in English on the topic of medicine, as well as their written translations from English into native language and from native to English. Thus, little is known about phonetics, spelling, morphology, vocabulary, grammar, and the stylistics of the English language. That is, violations of language norms are recorded in all aspects necessary for the correct use of English verbally and in writing. From here we have the pronunciation of lead [li:d] instead of [led] – lead; [result] instead of [res?]. Thus, little is known about phonetics, spelling, morphology, vocabulary, grammar, and the stylistics of the English language. That is, violations of language norms are recorded in all aspects necessary for the correct use of English verbally and in writing. From here we have the pronunciation of lead [li:d] instead of [led] – lead; [result] instead of [res?lt] - result; I study English - I am studying English or I am studying different subjects - I am studying different subjects; I Study at the university or I am study at the university-I am studying at the University. It is also possible not to talk about the style of scientific speech, since at the first stage of medical higher education institutions there is no time and expediency to deal with the scientific style of Presentation - students cannot read and write scientific articles either in their native language or in English.

At the same time, modern requirements for graduates of medical higher education, which are contained in the state educational standards of our country, are formulated in the form of general cultural and professional competencies (personal computers):

- based on the comprehensive principles of evidence-based medicine based on the search for solutions using theoretical knowledge and practical skills to improve professional activity, it is able and ready to form a systematic approach to the analysis of medical data ;

- able and ready to work with the medical and technical equipment used in working with patients, is well versed in computer equipment, receives information from various sources, works with information in global computer networks, uses the capabilities of modern information technology to solve professional problems;

- knowledge of a foreign language is necessary for the formation of professional competencies in the following areas: preventive activities, diagnostic activities, therapeutic activities, rehabilitation activities, psychological and pedagogical activities.

A foreign language plays a special role in the formation of research skills based on the following competencies:

- able and ready to study scientific and medical and paramedical data, domestic and foreign experiments on the topic of research, prepare theses, reviews, lectures; participate in solving individual research and scientific - practical problems, comply with the basic requirements of Information Security ;

– able and willing to participate in the development of modern theoretical and experimental research methods.

As can be seen from the above, the requirements are very serious and only a very small proportion of medical students will be able to fully implement them by the end of the first year of study.

Taking into account the requirements for professional foreign language training of medical education students, the number of hours for teaching English in medical higher education institutions, the question arises: who will draw up these requirements? Why are so few hours allocated for Learning English in medical education? In higher education institutions of another direction, a foreign language is studied not only in the first, but also in the second and sometimes higher courses. This medicine seems to be carried out by people who have nothing to do with teaching English at a higher education institution, people who are not familiar with the situation that is developing today, not only in higher education, but in medicine as a whole. However, even if someone forms at least some of the competencies required by the program, in the future subsequent academic years they will almost certainly forget about the little things that they were able to master, without encountering English. And first of all, from psychology it is known that verbal communication skills, that is, speech skills disappear.

At the same time, the modern direction of some higher education educational institutions for the priority development of verbal communication skills, or, as they say, speech skills, is not fully justified. By the end of studies in higher education, these skills are completely lost in the absence of real communication. According to our point of view, the development of the skills of reading information, secondary processing (independent work, translation, writing comments), that is, our country is indicated in the state educational standard. In addition, based on the above and taking into account the requirements for a specialist with medical higher education, in conditions where our country should become part of the European (and World) Information and educational space, a foreign language should be taught in one form or another. Medicine is determined by the peculiarities of the profession or specialty, which in turn requires its study, if we are talking about vocational-oriented education, which is understood as teaching, taking into account the needs of students to learn a foreign language, wrote I.M.Berman in the 1970s. It is impossible to talk about the full implementation of the principle of teaching English at the first stage of medical higher education with a professional orientation. Students of the first stage do not yet have knowledge in certain areas of Medicine. For this reason, it is necessary to rely on the knowledge studied at the first stage. These disciplines are anatomy, biology, biophysics, chemistry (general and organic) and histology. In these lines, the main thing is Anatomy. Accordingly, the teaching of professional English should be carried out on the basis of anatomical texts. These texts should not repeat textbooks and lectures that are read in a specialized department. They must carry additional information, expand the worldview of students in this discipline. Materials on a medical topic familiar from everyday life can also be included.

After completing higher education, which is the post-tertiary level, some graduates go on to graduate school where they continue to study English. However, in most cases it is wrong to talk about continuing to study, since learning begins almost from scratch, since in the past 4-6 years the basic levels will disappear. A student must start learning a professional foreign language almost from scratch, that is, by repeating what was taught in the first year of higher education, and sometimes even in secondary school. After the student completes the institute, that is, at the post-tertiary level, some graduates (and a minority of them) enter residency and postgraduate studies and continue to study English there. However, in most cases, it is wrong to talk about continuing studies, since the study of a professional foreign language in students begins almost from scratch, the level of basic knowledge gained in students over the past 4-6 years disappears. It will be necessary to start studying almost from scratch, that is, with the repetition of what was learned in the first year of the Institute and sometimes on the basis of knowledge obtained in secondary schools. In most cases, it is wrong to talk about continuing studies, since the study of a professional foreign language in students begins almost from the school. Firstly, Masters specializing in different areas of Medicine are in groups, and secondly, masters of the first stage do not yet have enough information about their chosen specialty, and thirdly, the filling of groups does not allow you to devote enough time to work with each individual master.

Master's studies aim to develop the skills of understanding scientific texts in their specialty, writing abstracts and summaries of theses and reports in English, and reading them with acceptable pronunciation. Master's studies aim to develop the skills of understanding scientific texts in their

262 specialty, writing abstracts and summaries of theses and reports in English, and reading them with acceptable pronunciation.

Unfortunately, in many cases, in most cases, this goal cannot be achieved, since they are confirmed by the thesis and lectures written in English.

Therefore, it can be argued that knowledge and skills in the field of foreign languages acquired in the first ear of medical oly educational institutions and at the post-graduate level are absolutely insufficient for a medical graduate to begin his professional development in the conditions of real activity and in accordance with modern requirements. Also, modern requirements are continuous growth, professional development, which is impossible without the continuous development of the language, without the improvement of skills in all aspects of the English language, which we wrote earlier .

Taking into account the modern requirements for specialists with higher education based on all of the above, it should be concluded that a foreign language should be studied both at the upper stages of medical higher education institutions and at the post-graduate level.

It is in this case that the principle of professional-oriented education can be fully implemented, since students begin to study special medical subjects, and they accumulate their superficial knowledge, which allows them to associate the information obtained in English with the knowledge gained during the study of special subjects in their native language.

In our opinion, a professional foreign language can to some extent be included in the list of mandatory literature in English in special medical departments (journal articles, monographs, tutorials), and then modified by the requirements for writing abstracts, comments, reading conclusions. This can be done in English and native languages at the discretion of the Department. Of course, this creates additional difficulties for teachers, but at the same time helps them develop their language competence, helps them keep abreast of the latest discoveries in the field of medicine in which they are engaged.

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