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DIDACTIC METHODS OF STUDENT MATERIALS IN TEACHING FOREIGN LANGUAGES IN MEDICINE

Annotation

This article discusses the didactic methods of teaching students foreign languages in medicine. Learning a foreign language is the key to a new era of globalization in education, science, economics, politics and social life. The criteria for the effectiveness of learning foreign languages are analyzed in the article.

Key words: foreign language, didactic method, education, science, politics and social life, skills, technology, communication, information, teaching style.

ДИДАКТИЧЕСКИЕ МЕТОДЫ ИЗУЧЕНИЯ МАТЕРИАЛОВ ДЛЯ СТУДЕНТОВ, ИЗУЧАЮЩИХ ИНОСТРАННЫЕ ЯЗЫКИ В МЕДИЦИНЕ

Аннотация

В данной статье рассматриваются дидактические методы обучения студентов иностранным языкам в медицине. Изучение иностранного языка является ключом к новой эре глобализации в образовании, науке, экономике, политике и общественной жизни. В статье проанализированы критерии эффективности изучения иностранных языков.

Ключевые слова: иностранный язык, дидактический метод, образование, наука, политика и общественная жизнь, навыки, технология, общение, информация, общение, стиль обучения.

TIBBIYOTDA TALABALARNING XORIJIY TILLARNI O'QITISHDA O'QUV MATERIALLARINI O'ZLASHTIRISHNING DIDAKTIK USULLARI

Annotatsiya

Ushbu maqolada tibbiyotda talabalarning xorijiy tillarni o'qitishda o'quv materiallarini o'zlashtirishning didaktik usullari haqida fikr bildirilgan. Xorijiy tilni egallash ta'lim, ilm-fan, iqtisodiyot, siyosat va ijtimoiy hayotdagi globallashuvning yangi davri uchun asosiy kalit hisoblanadi. Chet tillarni o'rganish samaradorligining mezonlari maqolada tahlil qilingan.

Kalit so'zlar: xorijiy til, didaktik usul, ta'lim, ilm-fan, siyosat va ijtimoiy hayot, malaka, texnologiya, kommunikatsiya, axborot, muloqot, o'quv uslubi.

Introduction. The historical experience of the development of education in a particular country and the world community as a whole indicates that its characteristic features are largely determined by the processes taking place in the state-political arrangement of countries, the level of their scientific and technical potential and the peculiarities of social and economic development. It is these processes that form the driving forces that lead to either positive or negative consequences in the education system and determine the changes that become necessary in order for people to adapt to new conditions of life and professional activity.

Information and communication technologies, based on the Internet, telecommunications networks and intelligent computer systems, offer new generations exciting, hitherto unimaginable opportunities for the free dissemination of knowledge and information throughout the world. This indicates the existence of a global knowledge system that goes beyond local, narrow national contexts. Such knowledge unites the cultures of different nations, is characterized by a variety of sources, is built on the basis of the global information infrastructure and covers such areas of human activity as science and technology, politics and economics, culture and education [1].

Literature review. A person today needs not only new practical skills and theoretical knowledge, but also the ability to constantly apply and improve them. Back in the 1950s, the American futurologist A. Toffler warned about the rapid obsolescence of knowledge and the need for a lifelong

educational process based on the "on-off" type. Traditional lectures must give way place for a variety of interactive teaching methods, ranging from role-playing games to computerized workshops [4].

Education is a purposeful process of training and education in the interests of the individual, society and the state and leads to the acquisition of cultural values and the basics of a moral and emotional attitude to the world, the experience of professional and creative activity. All this preserves the spiritual and material achievements of mankind. In other words, humanity needs to assimilate and develop in every possible way a culture of continuous learning throughout life.

Lifelong education or lifelong education is a way of human existence in the information society and a process in which he is now participating, almost from birth to old age. We are sure that the Internet, one of the most significant human inventions of the 20th century, will be able to help him in this permanent process in the future. As the most modern and powerful carrier of operational information, the World Wide Web quickly and aggressively proved itself, especially in the last decade, in all areas of human activity, including in the field of education [8].

Research Methodology. New information and communication achievements are destroying the framework of the traditional educational process. Education can no longer be considered a ritual characteristic only of the early period of a person's life. The use of information and communication

technologies leads to overcoming age, temporal and spatial barriers and gives everyone the opportunity to learn throughout their lives [4].

Analysis and results. Global changes, which are inextricably linked with the process of informatization, dictate new tasks and impose new requirements on modern man. The current situation in the education system is largely characterized by a trend of transition from traditional to innovative education (V.P.Bespalko, V.M.Klarin, L.S.Podymova, V.A.Slastenin, A.Y.Uvarov and others).

The possibilities of using new information technologies in the educational process are studied in the works of S.A.Beshenkova, A.G.Geina, B.S.Gershunsky, S.G.Grigorieva, A.A.Kuznetsov, A.S.Lesnevsky, S.V.Panyukova, E.S.Polat, I.V.Robert, A.N.Tikhonova, A.Y.Uvarova and others.

Questions on the use of Internet technologies are reflected mainly in reference manuals. In the studies of V.D.Baykova, E.N.Karelova, A.S.Lesnevsky, A.V.Mogilev, A.N.Tikhonov and others show that Internet technologies can be used as a visual, accessible learning tool.

The result of the social and economic reforms taking place in our society has been a sharply increased level of need for mastering foreign languages [2]. Practical knowledge of a foreign language is one of the most important characteristics of a specialist of any profile. The role of language is growing especially in the current conditions. Russia is becoming a reliable partner in the international arena. In the system of relations, relations between Russian universities and universities of foreign countries are of particular importance. It has become a tradition at Maikop State Technological University to hold international scientific and practical conferences annually, in which university students also take an active part. Various kinds of joint projects and programs arise, in the course of which new theoretical knowledge and practical experience are acquired.

The analysis of the scientific and pedagogical literature, the study of the practice of teaching foreign languages at the university revealed that for many years teachers have been using elements of various methodological concepts in their work, such as the method of intensive learning (A.L.Alkhashivili, N.M.Elukhina, I. A.Zimnyaya, T.N.Ignatova, G.A.Kitaygorodskaya, A.A.Leontiev, G.Lozanov, etc.), communicative education (V.P.Kuzovlev, E.I.Passov, etc.), learning technology in cooperation with the help of the project method (D.Johnson, R.Johnson, J.Dewey, V.H.Kilpatrick, E.S.Polat, R.Slavin, etc).

The search for new technologies for teaching a foreign language is due to a number of circumstances. Firstly, the effectiveness of teaching a foreign language according to the traditional system largely does not meet the requirements for the level of knowledge of the language. At the same time, the application of new techniques without the use of traditional methods creates a number of difficulties. The lack of the necessary volume of automation of skills deprives students of the educational base that they must apply for productive creative work. Secondly, the theory and practice of the technological foundations of teaching foreign languages have not been sufficiently developed.

Using the Internet to teach foreign languages is very convenient, fruitful and promising. In the classroom, the learning process becomes more attractive for students, as they get unlimited access to interesting regional studies materials that compare favorably with static outdated texts in the textbook. Finally, thanks to the Internet, we have access to an unlimited amount of authentic information in a foreign language, which was obviously not enough before, since not everyone even had access to foreign newspapers and magazines. In addition, the Internet is a variety of

communications: e-mail, all kinds of conferences, forums, chats, audio chats and so on. All this can and should be used, since the Internet creates a strong motivation for learning foreign languages [7].

However, it must be emphasized that printed materials, primarily textbooks, will never become "outdated" and will not lose their important role in the pedagogical process. But in connection with the further development of science and technology, with the advent of information technology, it would be unforgivable not to use the possibilities of these teaching aids.

The computer, while providing an individual approach to students, is at the same time a stimulus for collective creativity. Participation in joint projects to create thematic publications, databases, websites in the target language teaches the adoption of joint decisions, consolidates the teaching staff. In addition, computer technology effective in creating interdisciplinary connections, which is especially important for students preparing to use a foreign language in the field of professional communication [9].

The way of introducing Internet technologies into the process of teaching a foreign language is "the way of creating new teaching methods based on the synthesis of fundamental methods and the implementation of computer literacy of the teacher. With the help of a computer, it is possible to solve such educational tasks as: mastering lexical and grammatical competencies by students, thanks to a visual representation of the pattern of constructing utterances, reading and writing.

Possession by teachers of the method of applying information and communication technologies in teaching specific disciplines is one of the key factors for the success of informatization of education. Despite the relevance of informatization of education, its current state is unsatisfactory.

In higher educational institutions, although they have realized the need for the formation of Internet knowledge among specialists, the introduction of modern technologies into teaching practice leaves much to be desired.

The teacher does not always perceive the computer as a didactic technique, often does not appreciate its didactic capabilities in teaching languages, or is simply "afraid" to use the computer for practical educational purposes. It is possible to remove this barrier only if the teacher himself knows the computer, its capabilities, if he is sure that such a technique can be a real ideal tool.

There are a number of quite objective reasons for this. Until now time in universities there is no single coordinated strategy for these purposes, and the use of computers is poorly connected with curricula and programs. The psychological and pedagogical aspects of the creation and implementation of modern information technologies of education (ITO) in the educational process have not been sufficiently studied and worked out. Qualified computer training for most teachers is low, since in their overloaded schedule it is very problematic to allocate the necessary time for mastering new technologies and there is also no financial incentive for the full implementation of Internet technologies in the education system. Thus, the reorganization of traditional forms of intellectual activity based on computers encounters strong resistance.

But it is higher educational institutions that are called upon and should in the near future become the foundation for the formation of a new Internet-oriented consciousness of young people. It is the universities that are obliged to provide this process financially, while the teacher in his activity should be guided by both traditional and non-traditional teaching methods. The main thing is to form a student's way of thinking aimed at independent and conscious mastery of the Internet, to teach how to use information for self-education, improving the qualification level.

In the context of accelerating socio-economic and scientific and technological progress, increasing attention to a set of issues related to the interpretation of the role and place of the human factor in the intensification of social production, the problem of a direct and direct relationship between pedagogical and technical factors proper is becoming increasingly relevant. This relationship is reflected in the process of human interaction with computer technology - the highest manifestation of the technization of socially useful human activity.

Information and communication technologies based on the Internet are currently becoming one of the leading aspects of the scientific activities of universities. Their use at a completely new level allows for interactive learning, creating a special learning environment. At the same time, it is necessary to apply new methods of mastering a foreign language, but they have not yet been sufficiently studied in the teaching methodology.

The widespread use of modern information technologies has fundamentally changed traditional ideas about the possibilities for the development of human intelligence and led to the development of fundamentally new ways of organizing its educational and cognitive sphere, including teaching foreign languages.

One of the most revolutionary achievements of the last decade, which significantly influenced the educational process around the world, was the creation of the worldwide computer network Internet. This factor led to new requirements for the technical equipment of educational institutions, their access to world information resources, and also gave a powerful impetus to changing the content of the teacher's activity, the use of new types, methods and forms of education focused on the active cognitive activity of students.

The history of pedagogy is rich not only in innovations in the field of methods and organizational forms of education. At different stages of its development, in parallel with the development of technical thought, there was an intensive introduction of all kinds of visual aids, technical means into the educational process. The goal was the same - to increase the effectiveness of the proposed innovations and the educational process. Ultimately, in pedagogy and didactics, everything is done for one single purpose - the upbringing and education of the younger generation. The solution of the main didactic tasks is continuously associated with the use of aids that make learning more visual, accessible, more emotional and ultimately, more effective [3].

Very few technical devices have been developed specifically for the educational process. Some ten or fifteen years ago, foreign language classes used, at best, a tape recorder or a slide projector. All other technical means teachers borrowed from everyday life: TV, VCR, computer, finally. All these useful things were created for the arrangement of various spheres of human life.

Each time with the advent of a new technical device, teachers begin to think about how it can be used to solve didactic problems. Analyzing the natural qualities, the teacher seeks to determine the didactic properties of the new technology, and then its functions in the educational process. Only with this approach, the next technical tool can be really useful for the educational process and find a clear place in it, as well as in the entire system of other teaching aids, absorbing their properties and thus replacing previously used,

outdated tools, or supplementing these properties. A computer is a rather expensive piece of equipment. But as noted by the famous English teacher Anthony Mullan, "if the computer had not been invented as a universal technical device, it would have to be invented specifically for the purposes of education" [9]. The computer naturally fits into the life of students and is another effective technical tool that can significantly diversify the process of teaching a foreign language.

Mastering the native language, the child uses all five types of senses, he not only listens, but also looks, touches, tastes, sniffs, that is, all of the above feelings are invisibly connected with his "speech creation", the study of the native language proceeds spontaneously, through the environment. At the same time, a child spends more than ten thousand hours on mastering a language, and he needs to learn how to speak in order to satisfy his natural life needs. When learning a "foreign" (foreign) language, a person (child) already has a means of communication, which means that a second language is no longer a vital need for him, one might say, and not obligatory, because it can be explained by means of another language. This means that learning a language depends, first of all, on the desire to know, and that is why, in our opinion, in this case, the issue of visibility is important, which motivates the student to learn the language.

When teaching foreign languages, the problem of visibility has always been especially relevant. Thanks to Y.A.Komensky, for the first time in pedagogy, textbooks were supplemented with illustrations. This, in fact, was a revolution in learning. According to Comenius, visibility is not limited only to vision, it is necessary to use the organ of hearing, that is, an object or image of an object must be connected (combined) with its name. In teaching foreign languages, the element of acoustics was the voice of the teacher, reading the text to him, and visually - the student saw the picture. Thus, after the innovation of Y.A.Komensky, the development and use of visualization in teaching began. True, the development was rather slow, one might say imperceptibly. This is explained quite simply: at that time, the necessary technical means for its more rapid development were not yet available [4].

Conclusion. Initially, visibility was understood as the presentation of specific (visible) objects, for example, real objects and phenomena in their natural form. In modern didactics, it is argued that the principle of visibility is a systematic reliance not only on specific visual objects and their images, but also on models. A model is a conditional image of some object or system of objects. Natural objects and their images give, first of all, an idea of the external appearance of the object under study as a whole. Models reproduce only individual, most significant aspects of a phenomenon or process. Thanks to modern computer technologies, multimedia capabilities of a computer, it is possible not only to implement statistical models of illustration in all details, but also to present these models in dynamics, that is, in motion [4]. One of the requirements for an effective methodology for using illustrated teaching aids is, therefore, the realization of their didactic and educational capabilities. The use of visualization, which not only complements verbal information, but also acts as a carrier of information itself, should help to increase the degree of mental activity of students.

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