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**Редактор:**  
**А. Тилегенов**

**Редколлегия ағзалары:**

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*Мәнзил: Нөкис қаласы,  
Ерназар Алакөз көшеси №54  
Тел.: 224-23-00*

*e-mail: [uzniipnkkf@umail.uz](mailto:uzniipnkkf@umail.uz),  
[mugallim-pednauk@umail.uz](mailto:mugallim-pednauk@umail.uz)  
[www.mugallim-uzliksiz-bilim.uz](http://www.mugallim-uzliksiz-bilim.uz)*

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РЕЗИОМЕ

Maqolada test topshiriqlarining yaroqliligini ta'minlovchi validlik, boshqa sinovlar bilan parallel, teng kuchli ekanligini tekshirish uchun foydalaniladigan solishtirma dallillar haqida ilmiy qarashlar aks etgan. Shuningdek, ona tili va adabiyot fanidan amaldagi oliy ta'limga kirish sinovlari va umumta'lim fanlarini bilish darajasini baholashning milliy test tizimining solishtirma validligi ko'rsatkichlari o'zaro qiyoslangan. Ularning konvertatsiyasi haqida ilmiy qarashlar bayon etilgan. Tadqiqotni amalga oshirishda tekshirish, eksperiment o'tkazish, kuzatish, tajriba-sinov natijalarini matematik-statistik tahlil qilish metodlaridan foydalanilgan.

РЕЗИОМЕ

В статье отражены научные взгляды на сравнительные данные, используемые для проверки достоверности тестовых заданий, параллельных и равных по силе с другими тестами. Также сравнивались показатели сравнительной валидности национальной тестовой системы оценки уровня знаний по общеобразовательным предметам и действующих вступительных испытаний в высшие учебные заведения по предмету «Родной язык и литература». Описаны научные взгляды на их преобразование. В исследовании использовались методы исследования, эксперимента, наблюдения и математико-статистического анализа результатов испытаний.

SUMMARY

The article reflects scientific views on the comparative evidence used to verify the validity of the test tasks, parallel and equal strength with other tests. Also, comparative validity indicators of the national test system for assessing the level of knowledge of general education subjects and the current higher education entrance tests in the subject of mother tongue and literature were compared. Scientific views on their conversion are described. The methods of investigation, experiment, observation, and mathematical-statistical analysis of test results were used in the research.

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## TEACHING PROFESSIONAL COMPETENCE TO MEDICAL STUDENTS THROUGH INTEGRATIVE APPROACH (ON THE EXAMPLE OF ENGLISH)

*Tashxodjayeva P.B.*

*Senior teachers of the department of Uzbek and foreign languages,  
Tashkent Medical Academy*

**Tayanch so'zlar:** integrativ yondashuv, tibbiyot talabalari, kasbiy kompetensiya, yozish, o'qish, tinglash, gapirish.

**Ключевые слова:** интегративный подход, студенты - медики, профессиональная компетентность, письмо, чтение, аудирование, говорение.

**Key words:** integrative approach, medical students, professional competence, writing, reading, listening, speaking.

**Introduction.** There are many innovations and trends in medical education that have been undertaken globally which include self-directed learning, problem-based learning, integrated teaching, and community orientation. Various integrated medical curricula have been adopted by many medical schools all over the world to ensure holistic approach rather than a fragmented one which in turn encourages meaningful learning in medical education. Implementation of an integrated curriculum in its true sense is really not easy and appears to be a Himalayan task [1]. The students trained with such integrated curriculum, make a more accurate diagnosis than did students trained in a conventional curriculum [2]. Tashkent Medical Academy has stressed upon need-based curriculum that should stimulate student's interest and inculcate drive to learn more.

In recent years, serious attention has been paid to medical education and the scientific potential of personnel in our country. The issue of perfect knowledge of

English by medical staff and students is also relevant. In this regard, this study is aimed at the improving the teaching methods of students of medical universities in English by an integrated approach such as reading, writing, speaking, listening (comprehension skills).

The methodology of teaching English in the world has achieved a number of successes in recent years. As a result, certain developments and reforms are taking place in the socio-economic spheres of society. After all, English as a means of communication affects the development of all areas, so the issue of teaching it is always relevant. Today the most countries have been using the achievements of English educational system, which is a model for English language teaching methods in the world.

Observations show that the development of speaking skills is one of the key issues in international English language teaching methods and its implementation is increasingly dependent on the quality of teaching assignments.

In the scientific literature on teaching English, French, German and other advanced foreign languages in the world, special attention is paid to the content of educational tasks, the level of usefulness, and the effective use of questions, assignments and exercises in the educational process. In international practice, learning tasks focus on the effectiveness of interaction. The practical tasks used in practice are formed on the basis of pre-defined certain criteria.

**Modern methods and techniques of teaching foreign languages.** In Uzbekistan the methodology of teaching English is based on a competency-based approach, the formation of linguistic competencies in the teaching process is intended to lead to the development of verbal competencies. On the basis of international experience, through the specific requirements for language learning (listening, speaking, reading and writing) skills are formed. It is advisable to use this approach a little more creatively in teaching English. Because medical university students come from school with certain speaking skills and competencies as language carriers.

Students develop only some skills in English (because they are carriers of the language), mainly developing the skills they already have. In particular, future English and literature teachers will be able to understand, read, speak, and write a text or conversation in English. In this case, the main task of English language teaching methods is to develop medical students' ability to understand what they hear, to speak fluently and logically in a literary language, to read and understand the text, and to write correctly and meaningfully. Of course, this responsible task can be accomplished through improved learning assignments. In this sense, the issue of improving the linguodidactic basis for the development of English language assignments in English philological education is extremely relevant.

Professionalism in medicine is the usual and rational use of communication, knowledge, technical skills, clinical thinking, emotions, values and reflection in daily practice for the benefit of the person and society being served. The emergence of competency-based education has led to the identification of key professional competencies that medical students should demonstrate at the graduate stage [3]. However, competency models have focused limited attention on many areas of competence, particularly those related to professional behavior, including attitudes, humanity, personal values, responsibility, reasoning and responding to revealed events [3, 4]. In particular, it was difficult to measure general professional

competencies such as teamwork ability, professional behavior or cognitive and metacognitive skills.

**Subjects and Methods.** There is a growing interest in the development of professional and personal competencies in medical education, as well as the acquisition of medical knowledge and skills. According to Lachman and Pawlina's research, in traditional regimen-based medical curricula, students typically spend three years studying basic subjects and another three to four years of clinical training. Competences are mainly implemented in the later stages of medical curricula [3]. This study aims to identify the most important professional competencies and students' professional competencies should be developed through the medical program process, especially at an early stage, in preparation for future professional practice.

Extensive research on professional competencies has focused on employers, interns, residents, and physicians; Research is being conducted on how to facilitate and assess these competencies in undergraduate students. An integrated approach that recognizes the complexity and context of our research field is a competence that combines knowledge, relationships, skills, and personal values and characteristics. The development of such competencies involves a high level of educational activity [4].

One sensitization workshop on integrated teaching was held among faculty students. Faculties were exposed to the concept of integration with the resource person. Participants were divided into two groups (main and control). Participants were given material to read and links for further information. The main group of 3rd year students from five faculties (treatment, medical pedagogical, medical prophylactic, medical biology) was formed. Control group-master degree department residents. Learning objectives and content for two topics "Sport medicine" and "Emergency medicine" were finalized. Preparation of integrated teaching modules were conducted during the teaching process at practical lessons. Learning objectives and content were finalized with consensus between departments. Pre and post test; feedback questionnaires for students and faculty; focus group discussion of students and interview of faculties were conducted by persons trained in qualitative research, for evaluation. All the students (160) were divided into two groups. Master's degree group has received traditional teaching method by curriculum. Intervention group has been given integrated teaching by faculty of all bachelor departments involved. After completion of "Sport medicine" crossover of groups was done and then second topic "and "Emergency medicine" was covered in a similar manner. Pre-and post-test were taken. Feedback forms were filled by students and faculties to know their perception. Of these, 160 students gave pre-and post-test both. One hundred and ten students had filled feedback analysis. Both the groups (integrated and traditional teaching) had shown a significant improvement in posttest scores.

**Discussion.** Integrated teaching is necessary to the improvement the quality of medical students and to have effective diagnosis and better treatment of the patients. Medical students who are trained with such an integrated curriculum, make a more accurate diagnosis than did the students trained in a conventional curriculum. This was the first experience of integrated teaching at our Medical Academy; integrated teaching was implemented with coordination of five bachelor faculties and also in masters' department residents. The results of the

study helped in changing faculty attitude and will encourage them to adapt TL methods which will increase student's interest in self-study and improve their critical reasoning skills.

For example, at Tashkent Medical Academy, the Department of Uzbek and Foreign Languages the students are taught practical foreign languages to the 1st, 2nd and 3rd grades of all faculties, as well as to residents of the master's department. Medicine 1. and Medicine 2. (Sam McCarter. Oxford English for careers) versions of textbooks are being used into practice [5] The advantages of these textbooks are: they contain unique integrative approaches to language learning for each lesson, in particular, sections on listening, reading, speaking and writing.

**Conclusion.** Integrated teaching learning sessions are well appreciated by students and faculties. Coordination between various departments was excellent. Adaptation of newer student-centered teaching learning strategies is need of time to increase critical reasoning skills of medical students.

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#### РЕЗИОМЕ

Maqolada ingliz tili o'qitishga har tomonlama takomillashtirishga qaratilgan integral yondashuv, ya'ni o'qish, yozish, tinglash va gapirish ko'nikmalari orqali tibbiyot muassasalarida bo'lajak shifokorlarni tayyorlash yoritilgan.

#### РЕЗИОМЕ

В статье описывается обучение будущих врачей в медицинских вузах посредством интегративного подхода к обучению, направленного на комплексное совершенствование навыков чтения, письма, аудирования и разговорной речи на английском языке.

#### SUMMARY

The article describes the training of future doctors in medical institutions through an integrative approach to teaching aimed at the comprehensive improvement of reading, writing, listening and speaking skills in English.