



Development of Russian-Language Competence of Medical Students

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ABSTRACT

Controlling interest in learning the Russian language is one of the main measures to support and promote the Russian language. In the article, the current state of using Russian language teaching methodology in higher educational institutions, in particular, teaching Russian language to students of medical higher educational institutions, developing the culture of communication from a professional and social point of view, intended educational In the literature, the assignment of questions, exercises, and assignments was analytically studied, as well as the works carried out on the improvement of educational and methodical assignments in the following years were referred to. The relevance of the topic is determined by the fact that the problem of methodical provision of the process of teaching professionally oriented speech to students of the medical university has not been developed.

Keywords:

higher education, Russian language teaching methodology, modern teaching requirements, educational tasks, professional training, speech competence and skilled communication

Main part

The search for optimal ways to develop and improve the quality of teaching students the language of their specialty is one of the central problems of modern theory and practice of teaching Russian as a foreign language in non-philological universities. For many professionals, it is clear that the ability to communicate in a methodologically competent manner is of professional importance. The ability to perform professional speech activities is of particular importance when direct contact with other people is an indispensable condition for the competent performance of one's professional actions. It is this situation that requires the development of methodological support for teaching language as a means of communication for students of a medical university. By methodological support, we understand the aspect of methodological management of the educational process as one of the most important means of managing the

educational activities of students. The development of the scientific basis of the methodological support of the educational process is related to a comprehensive analysis of the existing practice.

In the territory of Uzbekistan, the Russian language spread widely by the 1860s, and since then, its social and legal status has changed several times, and it has gone through a long stage of development and formation. Ukrainians, Germans, Koreans, Tatars, Kazakhs and other nationalities live in Uzbekistan. They communicate with each other mainly in Russian. It has become a second language for many city dwellers, especially Uzbeks from Tashkent. The ability to communicate in native and foreign languages is an important condition for a person's professional and social success, and its formation is one of the main competencies that should be guided by professional education.

In this regard, the formation of professional and communicative competence in a foreign language is the most important element of formation of professional competence in teaching students of higher educational institutions in our republic. This means that teaching the Russian language to students should focus on practical mastery of the Russian language as a means of professional communication. Based on the structure of the educational process in higher medical institutions, teaching the language for clinical practice as the final stage of a doctor's professional training at the university is a priority task.

Currently, the ability to communicate in native and foreign languages is an important condition for a person's professional and social success, and its formation is considered one of the main competencies that should be guided by professional education.

One of the urgent tasks of today's youth is to mature as a person, develop intellectually, increase their existing abilities, and consistently work on themselves. One of the most necessary factors in the educational process is the use of pedagogical technologies in teaching students, which is one of the most effective ways of imparting knowledge. In particular, the need of students of higher education institutions to learn several foreign languages besides their native language is increasing day by day.

At the moment, all conditions are being created to teach the Russian language and increase interest in learning the Russian language in general. To date, students of medical universities have begun to learn the Russian language from grammar, that is, from the subject of "Simple Sentences", and are compulsorily increasing their lexical minimum. At this stage, a special place in the teaching of the Russian language is given to the study of medical terminology and scientific speech styles. Many students have a colloquial style of speech, a sufficient amount of grammatical knowledge, a certain vocabulary, but they almost do not produce a monologue in natural communication, do not know the principles of the structure and creation of texts of official

business and scientific speech styles, have difficulty in speaking. Therefore, students should learn specific specialist terminology, abstract vocabulary and competent communication in the professional field. The effectiveness of the developed linguodidactic model and the concept of the module-rating technology for its implementation is confirmed by the results of monitoring the experimental training of legal students in the conditions of multilingualism. Consequently, the developed educational and methodological toolkit, which includes a didactic set of methods, techniques, types of tasks and exercises, as well as diagnostics, control and rating assessment of the quality and level of formation of the required competence, meets the technological requirements and educational goals.

The effectiveness of teaching the Russian language and the culture of speech of students of a non-philological profile depends on the maximum consideration of the professional interests of students. Therefore, the educational process should be aimed at the formation of the Russian-speaking professional communicative competence of medical students by integrating a whole range of scientific disciplines and introducing innovative technologies. The process of formation of the Russian-speaking professional communicative competence of medical students in the conditions of multilingualism systematically combines the model, technology, conditions and factors for optimizing this process at the individual, personal, subject-activity levels. Consequently, the effectiveness of this process depends significantly on the designed learning model and the introduction of innovative technology for its implementation, which ensure the effectiveness of the educational process and contribute to improving the quality of professional training of university students.

In the context of multilingualism, teaching the Russian language and culture of speech should be carried out taking into account the potential manifestation of interference. Consequently, the methods and techniques for overcoming negative interference phenomena in the speech of medical students are an integral

part of the didactic process of forming the required competence.

The effectiveness of the developed linguodidactic model and the concept of the module-rating technology for its implementation is confirmed by the results of monitoring the experimental training of legal students in the conditions of multilingualism. Consequently, the developed educational and methodological toolkit, which includes a didactic set of methods, techniques, types of tasks and exercises, as well as diagnostics, control and rating assessment of the quality and level of formation of the required competence, meets the technological requirements and educational goals.

Literature

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