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ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ

УДК: 81-139

THE IMPORTANCE OF ENGLISH LANGUAGE IN THE MEDICAL VIEWS OF MAKING THE OPTIMAL REGIME OF EDUCATION

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Annotation. *Medical research plays a crucial role in the advancement of modern medicine, unlocking new methods of treatment, diagnosis, and prevention of various diseases. For decades, scientists worldwide have been actively conducting research and improve the quality of life for patients. In this article, we are discussing about importance of English language in striving to understand diseases, develop effective treatment modalities.*

Key words: *Digital component, higher education, time-consuming process, EMP, communicative competence.*

ЗНАЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА В МЕДИЦИНСКИХ ПРЕДСТАВЛЕНИЯХ ОФОРМЛЕНИЯ ОПТИМАЛЬНОГО РЕЖИМА ОБРАЗОВАНИЯ

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Аннотация. *Медицинские исследования играют решающую роль в развитии современной медицины, открывая новые методы лечения, диагностики и профилактики различных заболеваний. На протяжении десятилетий ученые всего мира активно проводят исследования и улучшают качество жизни пациентов. В этой статье мы обсуждаем важность английского языка для понимания болезней и разработки эффективных методов лечения.*

Ключевые слова: *Цифровая составляющая, высшее образование, трудоемкий процесс, ЭМП, коммуникативная компетентность.*

TA'LIM REJIMINI OPTIMAL QILISHNING TIBBIY QARASHLARIDA INGLIZ TILINING AHAMIYATI

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Annotatsiya: *Tibbiy tadqiqotlar zamonaviy tibbiyotning rivojlanishida, turli kasalliklarni davolash, tashxislash va oldini olishning yangi usullarini ochishda hal qiluvchi rol o'ynaydi. So'nggi o'n yillar davomida butun dunyo bo'ylab olimlar faol tadqiqotlar olib borishdi va bemorlarning hayot sifatini yaxshilashdi. Ushbu maqolada biz kasalliklarni tushunish, samarali davolash usullarini ishlab chiqishda ingliz tilining ahamiyati haqida fikr bildiramiz.*

Kalit so'zlar: *Raqamli komponent, oliy ta'lim, vaqt talab qiluvchi jarayon, EMP, kommunikativ kompetensiya.*

Relevance. The introduction of the digital component into educational practice is done by adapting the available resources to the learning objectives. For example, if a university uses Moodle, a course aimed at developing reading skills is placed there, although Moodle even with plug-ins offers very limited possibilities. This shows that there is a lack of systematicity in the implementation of the digital component, and the ecosystem is built without taking into account the immediate needs.

On the one hand, such interest in this problem clearly indicates that the digital component of learning in the context of university educational environment is actively developing and seeks to replace traditional forms of learning. On the other hand, the sheer diversity of aspects of this problem touched upon in publications indicates that there are no ready-made solutions as to how much and in what form to introduce the online component into the educational practice of a particular university. The decision has to be made based on actual and foreseeable circumstances, such as the compliance of the opportunities provided by online resources with the learning objectives of each discipline of the curriculum, the readiness of teachers to systematically create online learning resources and control tools that correspond to the indicators of achievement of competences stated in the work programmes, the availability of students with access to the Internet and devices that provide access to online resources, as well as the necessary competences to work with them, the availability of the following factors

Thus, when analysing the process of online component implementation, we can identify at least three stakeholders: "organisers" - decision-makers who decide on the use of online resources, their number and format within a particular discipline or set of disciplines; "content providers" - teachers who create e-learning resources, provide online support and feedback for students, etc.; "content consumers" - university students who study at a distance or in a mixed format. The use of e-resources provides each of the stakeholder groups with a number of advantages, but it is also associated with limitations specific to each group.

The aim of study. The problems of educators partially repeat the problems of learners, but they receive another refraction. Thus, the problems of computer literacy and competences include difficulties in familiarising students with available online materials, difficulties in teaching students how to use them and approaches to offline learning, as well as teachers' lack of experience in creating educational content in LMS, their aversion to new technologies, lack of time and desire to learn them, and "technical anxiety".[1] A separate group includes the problems of creating high-quality video content, which seems to many teachers to be a labour-intensive and time-consuming process that requires prior training. Problems of skilled use of technical tools, not including those mentioned above in the category of computer literacy problems, imply time spent on creating and maintaining online courses, troubleshooting problems, and teaching students in two different modes. Finally, the most interesting group is the common teaching prejudices about the online component: the view that the use of technological tools hinders the development of competences, as well as scepticism about the effectiveness of using online technologies in teaching.

Another type of speech activity in a foreign language, the teaching of which using an online component is covered in scientific publications, is reading. The students who participated in the study, according to the experimenters' evaluations, improved their analytical reading skills online. The students themselves were positive about the blended learning experience. Notably, in a survey conducted at the end of the four-week course, they identified mastering new information and communication technologies, acquiring more knowledge during the class, convenient working hours, and greater freedom of expression than in a classroom-only setting as the main benefits.

Materials and methods. A study of the effectiveness of using mobile apps for independent study of material, which included tasks in two types of speech activities - reading and listening - showed that the skills of the students who took part in the study improved, with the authors rating the improvement in listening skills as "significant".

Electronic resources are successfully used to develop receptive skills (reading and listening) [2], as well as writing skills. Writing, being a productive type of speech activity, nevertheless does not imply an immediate reaction to the speech action of the communication partner: the text can be thought over, returned to, edited. It is noteworthy that the lower formalisation of the text, the greater the request for communication with the teacher or other additions to the automatically generated commentary.

Another feature of professional medical communication is its conventionality. The medical profession is one of the so-called subject-subject professions, which involves daily communication with colleagues as well as with persons outside the professional community. Communication in this context implies not only a basic understanding of each other by the partners, but also the following of certain scenarios and the use of specific language tools by at least one of the communicators. For example, in the UK, Canada, Australia, Bangladesh, Pakistan, Nigeria, India, Egypt and Sri Lanka, the doctor is obliged to explain the procedure and purpose of the examination in a language that the patient can understand, and if a gynaecological examination is necessary, he or she is obliged to offer the patient the presence of a nurse observer. Thus, communication in this context can be defined as conventional. In the countries listed above, the formation and adherence to conventions of professional communication are supported by the relevant systems (education, health care, psychological care, and so on), and a set of rules for doctor-patient communication is institutionalised: doctor-patient communication is part of the PLAB and ECFMG tests, successful completion of which is required to obtain a licence to practice medicine in the former case and admission to a postgraduate or residency programme in the latter. At the same time, the conventions of professional communication and the need to follow them may not be obvious to students from countries whose systems are different from the British system, and they will face the same language and cultural barriers as Chinese and Romanian medical professionals. Thus, in teaching English for medical pur-

poses, it is necessary to take into account, step-by-step formation and continuous support of socio - and linguocultural components of communicative competence. [3]

An important role in the formation of communicative competence is played by the reliance on authentic and semi-authentic materials. I.I. Khaleeva suggests distinguishing between authentic texts, i.e. original texts created for real conditions, not for the learning situation, and semi-authentic texts, i.e. authentic texts adapted by reduction and compilation for educational purposes [4]. Authenticity is one of the main requirements for texts, in the broad sense of the word, including video and audio materials selected for teaching communication in a foreign language. They, firstly, demonstrate the real conditions in which communication takes place, and secondly, they further serve as a basis for learning by example. Nowadays, a huge variety of English-language video lectures, interviews, recordings of conference speeches and the like with unlimited access can be found on video hosting sites, which can become the basis for creating electronic educational resources. However, for such formats as, for example, history-taking, one would have to limit oneself to semi-authentic materials from British or American textbooks or online courses.

Results and discussions. The undoubted advantage of all online resources, with the exception of the "virtual world", is the possibility to access authentic materials. When creating their own online course, teachers can use texts, audio and video files available on the Internet and not protected by copyright. Supplementing this material with a methodological apparatus, it is possible to get a tool that is not inferior to a traditional textbook, but is much more flexible in terms of changes and additions, as well as providing the possibility of automatic testing of knowledge (at least at the level of recognising the correct answer). Foreign online courses on medical communication can be considered leaders in terms of access to authentic materials, for example: "Specialist Language Courses" (URL: <https://www.slc-campus.com>). However, as the situation in spring 2022 has shown, users can be denied access to courses hosted on foreign platforms, even if

access has been pre-paid. Online communities are more self-sufficient, easily moderated by the instructor, and allow for the dissemination of materials by all participants. An important factor is that each community member can choose from a common bank of materials based on their own needs, the relevance of the material to their goals, and its cognitive value.

Given the need for access to authentic materials, one cannot help but notice a clear disadvantage of online resources, which is the inability of users to learn from negative material, from their own mistakes. This manifests itself differently in each of the online resources. An online course may show the correct answer when automatically checking assignments, but it cannot explain what the error is. Adaptive courses try to mitigate this disadvantage, but this is only possible if the answers to assignments are formalised. In the absence of formalisation, the learner is simply shown a sample or a set of requirements for the task once again. In the 'virtual world' and online community, there is no assessment of speech accuracy if the teacher is not involved in the conversation, but the learner can get advice from other users, and in applications the answers to tasks are usually formalised.

A classroom session is a familiar and comfortable form of work for trainees. Video conferencing provides the same opportunities as a classroom session: most modern services support such tools as session rooms for group and individual work, screen sharing, audio listening and video demonstration. While videoconferencing implies that the teacher has certain technical skills and that all participants have a stable Internet connection, it also provides a unique opportunity to access the videoconference from anywhere in the world where there is an Internet connection, which makes it possible to organise contact work involving native speakers of English.

The use of technology in contact work offers a number of new advantages in teaching reading and writing. It is possible to display and mark up text in real time, thus demonstrating its formal and content characteristics. The results of checking students' written work and comments on them can also be made a fragment of group work by displaying the text with

marks on the screen - in this case, students can compare their results with the results of other group members, and this is another step towards learning from negative material - their own and other people's mistakes. The possibilities of joint creation and editing of documents provided by cloud services create technical prerequisites for such a type of work as group mini-projects, which can be carried out during a contact class or as a fragment of independent work. Like videoconferencing, this form of work does not require the presence of all participants in the same classroom, but allows to identify the individual contribution of each person to the project through the history of changes.

Conclusions. The resources with which productive speech skills can potentially be developed are "virtual worlds" and online communities. "Virtual worlds" do allow simulating real-life communication situations. But there is a serious danger that productive speech skills will be developed with the focus primarily on the comprehensibility of the utterance for the interlocutor, rather than on the appropriateness of the utterance in a given communicative situation. This is acceptable when teaching general GE, but is not suitable for teaching language for medical purposes. Another limitation of the "virtual world" is the virtual impossibility to understand who exactly is hiding under a "nickname" and what his professional, cultural and communicative "baggage" is. There is a danger that the whole group will start to focus on the most perky participant rather than on the one whose speech meets the criteria of correctness in all respects. This may be one of the factors that lead to virtual worlds being categorised as 'edutainment', recognising that it is something between education and entertainment. [5]

A serious limitation of the applicability of online resources is the possible difficulties for the instructor in identifying learners, in controlling the attendance of the resource, time spent on assignments, and the results of assignments. Only the university's LMS or full access to a third-party LMS provides this capability. When a course is hosted on a nonuniversity platform, the instructor's access to their own course statistics may be restricted according to

the platform's rules, for example, if neither the instructor nor the university pays for the hosting of the course and the users are also learning for free.

Abbreviations

ESP (*English for Specific Purposes*) - *English for Special Purposes*

EMP (*English for Medical Purposes*) - *English for Medical Purposes*

GE (*General English*) - *General English*

LMS (*Learning Management System*) - *Learning Management System*

LMOOC (*Language Massive Open Online Course*) - *Language Massive Open Online Course*

PLAB (*Professional and Linguistic Assessment Board*) - *Professional and Linguistic Assessment Board*

ECFMG (*Educational Commission for Foreign Medical Graduates*) - *Commission for the Continuing Professional Development of Foreign Medical Graduates*.

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