

Theoretical and Methodological Foundations for the Formation of Communicative Competence of Medical Students

Olimzoda Parvina

Samarkand State Medical University Department of Languages

Abstract

Currently, there is a rapid and intensive development of medical science. In accordance with this, new goals and objectives are put forward in the preparation of medical specialists, which are reflected in the federal state standards of higher professional medical education. These goals and objectives concern not only profile and special medical disciplines, but also disciplines of the basic general education cycle. This article will focus on teaching English at undergraduate and postgraduate levels of education.

Keywords: non-linguistic, principles, analysis, self-awareness, competence, skills, medical specialist.

The system of training specialists in a non-linguistic university should correspond to the emerging social relations, form students' ability to adapt to changing economic and renewing professional information processes, independently and creatively solve professional and communicative tasks. The above can be achieved as a result of reforming the education system as a whole by increasing the activity of professional training of specialists and improving the teaching of all types of foreign speech activity (reading, listening, speaking, writing) or each of them separately.

In addition to deep knowledge of special disciplines, modern medical specialists need computer experience, developed communication skills, and a high level of foreign language proficiency. The implementation of the educational function of a foreign language in a higher medical school opens up the possibility for future doctors to obtain the necessary professional information not only from domestic, but also foreign sources, which is especially important for the formation of their professional competence. . The educational function in the process of learning a foreign language is manifested in the formation of a patriotic worldview, a sense of duty, honor and personal dignity, moral self-awareness, skills and abilities of highly cultured and disciplined behavior among students. A foreign language also has significant opportunities for the development of students' perception, memory, will, thinking, etc.

Communicative competence is a measure of a person's involvement in communicative activity. With this approach, a new paradigm of higher education is adopted as a culture-developing, culture-creating process. The context of teaching activity is also changing, it is increasingly determined by value positions, more and more attention to the development of the spiritual culture of students.

Cultural centrism in a broad sense is determined by the fact that culture today is becoming the core in all areas of human spiritual life. With a culture-centric approach, the key principles in the training of a specialist are the principles of humanization, complexity, integrity and integration.

We should especially emphasize the importance of the general culture of the individual, which, in our deep conviction, is the professional basis for the training of any specialist.

In the process of developing the theory and methodology of teaching a foreign language to medical specialists, an understanding is more and more clearly revealed that their foreign language speech training is not only a condition for mastering the profession, but also one of the basic components of the communicative competence itself. Methodists working with medical specialists consider it essential and obligatory to distinguish between the language of communication and the metalanguage, by means of which the profession is taught. At the same time, at the initial stage of learning, the language of communication dominates, on the basis of which the student is gradually included in the metalanguage of communication. Such a sequence of learning is dictated by the fact that communicative competence is an open-type phenomenon that is constantly replenished as one advances in professional development. And here, in practice, teaching foreign language speech activity is most often limited to formulas and clichés that provide basic everyday needs. Later, this approach leads to the need for constant appeal to the skills of foreign language speech communication in order to enrich the initial communication skills with the national specifics of the language being studied. The analysis of such didactic material leads to the conclusion that linguoculturological knowledge underlies the programmed increments of foreign language speech skills.

As the study shows, the factors causing communication barriers include inexpressive, phonetically incorrect speech, tension in the logic of its construction, sociocultural and ethnic differences, appearance, behavior, etc. Foreign language speech communication barriers in the professional activities of doctors not only negatively affect their credibility, but to a large extent reduce the effectiveness of their procedures.

In response to the demands of the time, the State Educational Standards of all levels of the vocational education system include a foreign language discipline as a mandatory one, the purpose of which is the formation and development of the communicative competence of a future specialist participating in professional communication in a foreign language in the field of science, technology, production and education.

It was revealed that the specificity of classes for teaching students of medical universities a foreign language is the use of a philological method of presenting cultural information, as a result of which the process of forming certain foreign language communicative knowledge takes place. The basis of this knowledge is laid already in the conditions of the initial stage of language learning. Then there is their further expansion and deepening, certain foreign language communication skills are developed. As a result, the formation of an average level of communicative competence is observed. The analysis of research works in this area shows that the improvement of the study of a foreign language course in medical universities is possible if the language is studied as a national-cultural phenomenon in conjunction with the development of foreign national culture and the culture of the world, as a formative image of this world, its picture.

In this study, an attempt was made to select, systematize and adapt didactic material with cultural specifics that accompanies the process of teaching medical students a foreign language at the mandatory stage of education. The new content of education also requires a new methodology for the formation of adequate foreign language communicative skills. The promise of this approach is confirmed by the experience of the applicant and his colleagues in related educational institutions according to the author's methodology.

The need to resolve the problem is due to the need to: improve the quality of training of a professionally competent medical specialist; determining the scientific and pedagogical foundations for the formation of communicative competence as a component of the professional competence of a future medical specialist; development of a methodology for the formation of communicative competence at the mandatory stage of foreign language education of students of

medical universities (content, forms, methods, means and conditions for the development of future medical specialists' skills in all types of foreign language speech activity).

The research problem is also actualized by the possibility of pedagogical analysis and generalization of the experience of training and education in foreign medical universities in the process of studying a foreign language by students on the relevant topics of curricula; didactic and educational opportunities of the educational process in the course of learning a foreign language, allowing to increase the motivation of students to form their communicative competence.

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