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Dilafroz Buranova

Candidate of Political Sciences, Associate Professor
Tashkent Pediatric Medical Institute
Tashkent, Uzbekistan
E-mail: d.buranova5@gmail.com

TEACHING ENGLISH TO MEDICAL STUDENTS: CURRENT TRENDS AND PERSPECTIVES

ANNOTATION

The teaching of special subjects in English in non-linguistic universities is currently being widely introduced into the higher educational system. The main requirements for the modern image of today's personnel, the peculiarities of teaching English as well as the essence of the strategy for the acquisition of foreign languages are coming up on the agenda. Accordingly, the issues of the introduction of effective methodologies for achieving quality and respectable results in the organization of activities in this regard, the efficient use of modern teaching methods – all this is very important and leads to huge achievements. The given investigation examines the features of teaching the English language, taking into account the main requirements for modern personnel in the current system of higher education, as well as the essence of the strategy of mastering foreign languages. Along with the issues of implementing the latest methods to achieve quality in this area, effective mechanisms to ensure effectiveness are proposed, and as a result the given complex analysis determines the main meaning of this study. Besides, the influence of motivation on the successful acquisition of English, the impact of the most frequent motivational moments on medical students are analysed. Some effective methods are proposed to create favourable conditions for students to learn the language, achieve effective results, and in addition self-government. The development of topical forms aimed at improving knowledge and skills of English in the training

Dilafroz Buranova

Siyosiy fanlar nomzodi, dotsent
Toshkent pediatriya tibbiyot instituti
Toshkent, O'zbekiston

TIBBIYOT OLIYGOHLARI TALABALARIGA INGLIZ TILINI O'RGATISH: YANGI TENDENSIYALAR VA ISTIQBOL REJALAR

ANNOTATSIYA

Nofilologik oliy ta'lim muassasalarida mutaxassislik fanlarini ingliz tilida o'qitish bugungi oliy ta'lim tizimiga keng joriy etilmoqda. Zamonaviy kadrlarga qo'yilayotgan asosiy talablar, fanlarni ingliz tilida o'qitishning o'ziga xos xususiyatlari hamda chet tillarni egallash strategiyasi muhim masalaga aylanmoqda. Shunga ko'ra, bu boradagi faoliyatni tashkil etishda muayyan sifat va natijaga erishish uchun chet tillari, jumladan, ingliz tilini o'qitishning samarali yo'llarini joriy etish, zamonaviy o'qitish usullaridan foydalanish masalalari muhim ahamiyat kasb etadi. Mazkur maqolada tibbiyot yo'nalishidagi mutaxassislarni tayyorlash tizimida zamonaviy kadrlarga qo'yiladigan asosiy talablar hisobga olingan holda, bo'lg'usi mutaxassislarga ingliz tilini o'qitishning o'ziga xos xususiyatlari hamda ushbu fanni o'zlashtirish strategiyasining mazmun-mohiyati o'rganilgan. Tibbiyot sohasi mutaxassislarning ingliz tilini mukammal egallashlari uchun yangi usullarni joriy etish masalasi bilan birga uning samaradorligini ta'minlash mexanizmlari taklif etilgan. Mazkur kompleks tahlil tadqiqotning asosiy mazmunini ifodalaydi. Bundan tashqari, ingliz tilini muvaffaqiyatli o'zlashtirish bo'yicha samarali usullar, tibbiyot oliygohlarida talabalar bilan bu borada ishlashning motivatsion omillari va ularning ta'siri tahlil qilingan. Ingliz tilini o'qitish va o'rganishda samarali natijalarga erishish uchun qulay shart-sharoitlar yaratish

of personnel for the medical field is interpreted as much as possible in the organization of study strategies and effective curricula.

Key words: students, medical, methodology, English, competitive personnel, pedagogy, motivation.

va o'z-o'zini boshqarishning ayrim samarali usullari taklif etilgan. Tibbiyot sohasi uchun raqobatbardosh kadrlar tayyorlash yo'lida ingliz tili bo'yicha bilim va ko'nikmalarni oshirishning unumli shakllarini ishlab chiqish, o'quv-uslubiy tadbirlar majmuini tashkil etish kabi masalalar imkon doirasida talqin qilib berilgan.

Kalit so'zlar: talabalar, tibbiyot, metodika, ingliz tili, raqobatbardosh kadrlar, pedagogika, motivatsiya.

INTRODUCTION

The process of teaching English requires a special attitude and requirements for specialists of medical field. It is natural that different situations including some problematic arise, such as the capabilities and requirements of the audience. Each learner relies on his/her own potential and knowledge, and the ability to learn foreign languages which are diverse for any person. In mastering the English language for medical students, a teacher formulates his/her attitude towards learners, taking into account their psychological and mental condition, focusing on such situations, as ability of learners to understand, having motivation and adaptive ability, vital experience and knowledge. Reforms in the field of higher education in the country pose new challenges, applying to the demand for personnel who have mastered foreign languages and are able to use new skills and mobility. This puts up with urgent tasks for higher education, such as good knowledge of English by specialists of the medical field. For this purpose, it is necessary to follow the measures taken by the state policy to create a system of higher education in accordance with the requirements of international standards which are of great importance in training of highly qualified medical personnel. The demand for personnel who have mastered foreign languages and are able to use new standards and methods, as well as cooperation with foreign partners deserve special attention in modern labor market. The formation of knowledge in English among students of medical universities today is carried out using modern methods and standards. Based on the programs and other normative documents regulating the educational process of the university, it is advisable to establish the level of English literacy of the teaching staff, taking into account the requirements of the generally recognized international standards of the Council of Europe "Pan-European competence of foreign language proficiency: study, teaching and evaluation" (CEFR – Common European Framework of Reference). According to the requirements and criteria for a language acquisition, there are four indicators of the level of proficiency in a foreign language, namely: listening, speaking, reading and writing. At the same time, we should mention the so-called "English for special purposes" (ESP), which implies the use of English in a special way and in various fields of science, that is, professional English. The specifics of the ESP program is assigned for representatives of various professional fields, the purpose of which is to focus on mastering foreign languages with an emphasis not on grammatical aspects of the language structure, but on mastering the language itself,

from the point of view of specialization and profession. This form is especially effective for representatives of the medical field for their effective use of the English language in further improving their professional skills. The organization of teaching English in line with special subjects at the universities today, the targeted training of teaching staff who can teach English in this area is among the main tasks. The fact that the issue of professional development of specialists in developed foreign countries is also one of the urgent tasks, it requires further improvement of the personnel's compliance with the level of international standards, their mastering of foreign languages. Today, the requirements imply sending young teachers and doctoral students with experience to leading foreign educational institutions, increasing their scientific and pedagogical potential by organizing international exchange of experience of professors, doctoral students and students of higher educational institutions, introducing teaching of special subjects in English and their training abroad, as well as involving foreign specialists in conducting training. Another important activity is the establishment of training on the basis of modern educational literature used today at the institutions of higher education of developed countries. Besides, the current policy is aimed at signing contracts and agreements concluded on mutual cooperation, sponsorship and grants of international organizations on 2-3-month courses in developed countries, in particular South Korea, Japan and Germany for the teachers of higher educational institutions. Both national policies and reforms aimed at improving the educational system contribute to comprehensive development in this activity [Azizova G., 2014; 1]. We can assume that motivation is a kind of force that encourages a certain action and an intended goal. Language acquisition is a specific process that requires the creation of the necessary motivational environment for learners [Buranova D., 2021; 170-175]. The above manifests itself in the form of educational motivation, that can be described based on a number of specific criteria:

- specific character and ability of a learner;
- a teacher's qualifications and potential;
- issues of organization of the educational process;
- specificity of a foreign language. Today, language skills are important elements of professional growth and promotion [Akbarova S.N., Buranova D.D., 2015; 42-46], therefore, the language training of medical students determines their professionalism in general [Makarova O.Yu., 2014].

Important factors are the professional qualities of a specialist, the motivational environment, the interest of students, which together create a comprehensive positive approach to the process of teaching English. Teaching methods are improving every year, the attention of students is provided with a variety of methods, ranging from primitive methods of studying words and phrases in everyday life, to techniques for using complex syntactic and lexical appeals. The methodical maintenance of the curriculum include practical courses, discussions and debates, projects, self-study, presentations, portfolio notes, inventory forms, role games and interactive methods from Internet web-sites and other resources such as various speech situations, texts, tests and exercises with video and audio materials. The results and perspectives

imply the achievement of the level B2, development of specific skills of a language competence in the specialty, training of highly qualified personnel for the labor market, career development. The specifics of the medicine modified to choose the necessary language approaches, depending on their professional goals and objectives.

GENERAL OVERVIEW

As the study of the English language becomes nowadays a real demand for today's specialists of medicine, according to our observations in the process of working with students, we assumed the motivational reasons to be important. It can be seen that while learning English, students identify certain motivational reasons which, in their opinion, are important for their professional activities, foreign cooperation, career growth, travel, strengthening memory, expanding horizons, obtaining a certificate for promotion under various grants and training programs, competitiveness and mobility. The present day in the teaching of English is due to the basic requirements and rules of modern methods, it is worth saying that the communicative and interactive methods used in it are widely developed and optimized with their convenience and efficiency [Bakiyeva G.Kh., Kushieva N.Kh., 2016; 10-29]. In the course of these lessons, lexical units as well as mathematical constructions are used by a teacher to restore the communicative situation; the main part of the lesson is focused on students' speaking, while a teacher is meant to speak only to ask questions and to direct learners correctly [Sharipova F., Akhmedova A., Jalilova N., 2020; 1997-2004]. The deductive approach is also important here [Gulyamova M.X., 2016; 808-810], as well as a comprehensive approach of methodological thinking [Khakimzianova A., Mirgasimovna A., Fakhruddinov B., 2019; 11-13]. A lot of studies of the present time analyze important aspects of these fields [Beisenbayeva L., 2020; 605-616]. The main goal of teaching the English language is a process consisting of a set of efforts aimed at the comprehensive development of learning and perception [Mc Bride K., 2009], at shaping the communicative competence of a person by bringing it to a certain level and achieving perfection through the transmission of information from one person to another, the formation of the ability to choose communicative behavior that is adequate [Nabieva J.R., 2015; 21-24; Akbarova S.N., 2012; 23]. It is also important to take into account regional peculiarities [Chen H.J., Cheng Y.S., Kuo T.Y., Lin H.Y., 2020; 1-26], which are reflected in learning [Jeon M., 2020; 88], that also concerns English in the specialty [Clement A., 2015; 116]. Other experts argue that the process of speaking is based on a language as a type of oral activity, while this language is a facility for providing communication between speakers. Thus, both are important – to study and to master medical terminology in general [Ehrlich A., 2016; 5-7]. The dialogue, which is one of the forms of an oral speech, is interpreted as a simple type of communication ensuring that various issues are discussed together among the interlocutors, communicative competence, in turn, should be composed of objects that rely on speech, language, education, socio-cultural and educational factors. Speaking about communicative competence, it is desirable to note that during English lessons the use of the native language is applied as minimum as possible.

The first place in the rating of modern methods is occupied by communicative issues; this method is recognized as an excellent method of teaching English from day to day. Conversational English is especially important in the process of learning today. And the advantages of this method, based on the interaction and communication of a teacher and a student when teaching English, is really relevant [Passov E.I., 1989; 203]. Also, for students of universities whose specialty is not a foreign language, the use of such methods as working in groups, discussions, presentations in the study of the English language are the most acceptable ways in learning English. The assumptions of teachers themselves, their worldview and beliefs are also important here [Peacock M., 2001; 177-195]. Many studies of the present time investigate these criteria, and this is the very essence of teaching a foreign language [Firman F., 2020; 43], in a way, asking questions about whether we need methods and what we need to know about them [Nagy I.K., 2019; 119-139]. The formation of a motivational environment in accordance with the requirements of the English language teaching methodology determines the integrity of goals and objectives. The study of the sciences related to the field of education in the period of the XXI century, known as the century of information technology, with a deep understanding of the language and advantages of the same foreign scientific environment, with the wide use of the world standards, helps a person to develop in a new and creative way, with independent and critical thinking. The modern education requires from a teacher a set of professional skills, psychological and pedagogical knowledge, and at the same time a learner must show conscious responsibility and the activity [Buranova D., 2020; 100].

RESEARCH METHODS

The current state educational standards, the need to improve the curriculum and science programs, the issue of improving the quality of the educational process in the field of learning foreign languages are the topical issues for the whole higher education. At a time when teaching of the English language to students is steadily improving, when we think about the importance and relevance of mastering foreign languages by the pedagogical staff, everyone is aware of the importance of the activities carried out at various universities of our country in this regard. The results of the research on the interests of owners of various specialties in learning English showed that the motivational environment formed at high schools for mastering languages is of particular importance. The author conducted a survey among students of I, II and III year courses of Tashkent Pediatric Medical Institute on what motivations they rely on in learning the English language. The survey was conducted over 3 years (2018, 2019, 2020) among the same students at different stages of their study. In total, 200 students participated in the survey and 12 questions based on various motivational reasons were asked. The students' answers to the same question at all three stages of education were different, and the following results can be presented (the data is given as a percentage for the I, II and III courses of study):

	Reasons	2018	2019	2020
1.	I want to become a highly qualified specialist in the future.	I-76 %, II-74%, III-85%	I-84%, II-85%, III-91%	I-90%, II-85%, III-92%
2.	My interest in English is very high.	I-9 %, II-10%, III-14%	I-40 %, II-50%, III-65%	I-45%, II-60%, III-70%
3.	I want to continue my studies abroad.	I-15%, II-20%, III-35%	I-35 %, II-50%, III-55%	I-50 %, II-50%, III-50%
4.	Just because I need it.	I-9 %, II-10%, III-11%	I-10%, II-10.5%, III-12%	I-11%, II-12%, III-13%
5.	I want to travel a lot around the world.	I-38%, II-40%, III-42%	I-40%, II-42%, III-43%	I-43%, II-44%, III-45%
6.	To have high incomes in the future.	I-58 %, II-%, 59III-60%	I-60%, II-61%, III-62%	I-61 %, II-62%, III-63%
7.	Since all my friends know English – to keep up with them,	I-5 %, II-6%, III-7%	I-6 %, II-7%, III-8%	I-7 %, II-8%, III-8%
8.	To participate in international conferences.	I-23 %, II-24%, III-25%	I-24 %, II-25%, III-26%	I-25%, II-26%, III-27%
9.	To read the world's scientific literature and news on the specialty.	I-20 %, II-21%, III-22%	I-21 %, II-22%, III-23%	I-24%, II-25%, III-25%
10.	I wish to be ahead of everyone in knowledge.	I-29 %, II-30%, III-30%	I-30%, II-31%, III-32%	I-31 %, II-32%, III-33%
11.	I am trying to get a certificate.	I-29%, II-31%, III-32%	I-31 %, II-32%, III-35%	I-33 %, II-34%, III-36%
12.	I guess I don't need that.	I-3 %, II-4%, III-5%	I-4 %, II-5%, III-7%	I-5%, II-5%, III-6%

It should be noted that at different stages of training, students' opinions were changed, which indicated both positive and negative factors of perception of the English language in the motivational context [Buranova D., 2021; 173]. While studying English, it is especially important that a student perceives this process as “long and boring”. Each student must accurately determine his/her level, desires, make a target plan, and identifies goals. There are also many subjects on specialty, and the lack of time for the “unimportant” subject also plays a significant role. A qualitative increase at the level of higher education in our country is a requirement of the time, and it is especially important to expand the participation of the higher educational system in providing the economy of the country with highly qualified personnel, solving issues of strategic development of all regions and industries. Improving literacy in foreign languages is an important aspect of the further development of intellectual potential based on modern standards. The strategy of teaching modern English is not only an important aspect of educational policy, but also a reality that many scientists around the world consider as an important subject of scientific researches. According to scientists, although English is an important and fundamental language in the process of globalization, it is natural that there are many problems in

its teaching, in connection with which teachers around the world are trying to find a suitable and correct teaching strategy in the process of solving this problem [Zhao Y., 2020; 210-222]. At the same time, in the process of teaching foreign languages, it is separately noted that students have the necessary motivation to develop and improve the necessary teaching methods and techniques that meet the needs of both this field and the field of specialization in order to be homogeneous [Peralta Castro F.E., Acosta Diaz, R., 2011; 826-830]. According to the research of the director of the Center for language education at Liverpool University of Great Britain, linguist/scholar Jeff Thompson, there are a number of misunderstandings and problems in this regard, although the concomitant based on communicative competence, which is considered one of the popular methods of Modern Language Teaching, and is recognized as the most effective among many experts and teachers today [Thompson G., 1996; 9-15]. The scholar suggests that in most cases, communicative conciseness is an expression of one's own opinion in a form aimed at a faster solution of the problem between a student and a teacher; therefore, it is an effective method when working in pairs. In addition to the advantages of this method, Thompson points out that there is a need for a stronger methodological co-operation, which is aimed at gaining a deeper knowledge of other aspects of it, including some misunderstandings in its application within the framework of specialization, the application of a foreign language in various fields. He draws special attention to the fact that the communicative bias has recently developed particularly intensively and the method in question has been changing significantly, far from the primary appearance. At the same time, D. Thompson justifies his opinion by the fact that he discussed the problems of teaching a foreign language in a communicative style with most teachers, taking into account their worldview and experience. he expressed the following problems in misunderstanding while communicating and the reasons for their occurrence:

1. The opinion expressed by many teachers that "the communicative approach rejects the teaching of grammar". In this regard, J. Thompson notes that grammar is really much simplified in people's communication, and thus departs from traditional and complex forms. But J. Thompson points out that the main focus in this issue is on the fact that the main goal in the process of a language learning is not to master one's grammar and its forms, but to use it in a simple and useful form for mastering the language as a whole. He argues that it is important for a language learner to acquire knowledge, first of all, in a context that is understandable and accessible to himself/herself, and only in this case the interest in learning the language does not weaken.

2. The idea that "the communicative approach means only the formation of conversational competence". J. Thompson gives examples of the widespread dissemination of this idea, and first of all, the fact that from the early stages of the development of linguistic sciences, the main attention was paid to speech competence, as well as the fact that the communicative style dictates the form of interactive communication. At the same time, students interact more when talking than when they write and read. For this reason, the scholar suggests that in the process of teaching a language, a teacher should devote a certain amount of time to communicate with

students in such a way that they can write, read and think in silence, and so as not to distract them from their couples, classmates and even a teacher himself/herself.

3. There is a widespread opinion that “communicative approach means working mainly in pairs and role-playing games”. On this D.Thompson gives boring examples of teaching styles from the past, such as answering questions from exercises, mastering dialogues. It is important to understand here that the advantage of the method of working in pairs or groups is that students are invited to interact, helping each other, successfully form knowledge and skills in partnership. Therefore, it is worth noting that this method is an effective means of learning and develops independent thinking.

4. “Communicative dialogues have great demands from teachers” – this issue is especially important for teachers. Indeed, based on the friendly relations of a teacher with students in this case, a teacher should be able to act, rejecting dominance and managerial skills in traditional teaching, as well as demonstrate high qualification skills, given the fact that specialists are not native speakers of this foreign language. Nevertheless, J.Thompson argues that currently there are all kinds of conditions that are necessary for a teacher to develop his/her qualification skills, various opportunities are used for the variety and convenience of modern courses, textbooks and other materials for teaching foreign languages. In general, the development and improvement of this process from day to day, according to the scholar, is a great achievement.

The current stages of political, socio-economic, spiritual and educational development should be determined in accordance with the current requirements of the main set of tasks facing higher professional education. For specialists in this field, mastering a foreign language determines the need for purposeful organization of this activity, methodological and qualitative justification of executive functions. Some theoretical and practical aspects should be highlighted here:

1. Disclosure of the essence of the interdependence of professional higher education and the process of modernization, the new style and the role of skills in managing the quality of the educational process at educational institutions.

2. Development of measures aimed at radically updating the level of foreign language proficiency in this area and bringing it to a new quality level.

3. To achieve a responsible approach of teachers to improve their capacity.

4. Extensive use of advanced and effective methods and means of professional development in the process of improving professional literacy in a foreign language.

It is known that the issues of proper organization of this process and raising quality indicators to a new level are among the topical themes of various scientific studies and discussions of many American and European linguists and experts. Some argue that in this regard it is necessary to adhere not to specific rules, but to certain concessions, such as relying on a set of methods based on a certain agreement between a teacher and a student. At the same time, the integration of various foreign language skills as an important factor in achieving a certain goal is interpreted as communicative competence. According to this idea, the definition of goals and objectives based on negotiations between a teacher and a student, on the basis of which a language learning manifests itself as a dynamic and interactive process,

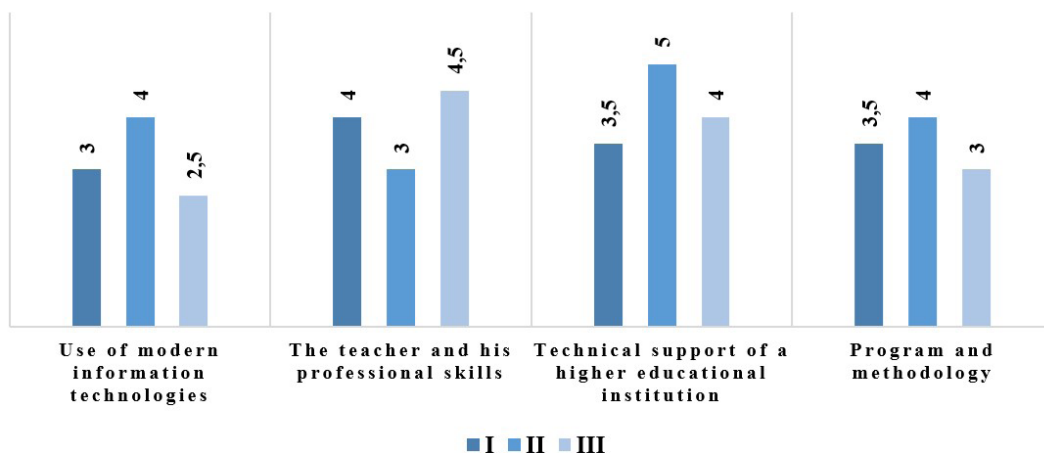
determines the importance of forming a student based on his/her needs [Scarcella R.C., Oxford R.L., 1992]. Other studies discuss the expediency of a method of transferring knowledge to a student based on the integration of linguistic and content goals, the proper development of a communicative strategy based on a balanced synthesis of vocabulary, experience, content and vocabulary [Richards J.C., Rodgers T.S., 2001]. In another type of a research, the activity of a foreign language teacher is manifested as the process of solving a number of methodological tasks, and the functional link between specific characteristics and methodological skills and the personality of a teacher is expressed as a phenomenon of "methodological thinking". The training of Foreign Language teachers is offered in a clearly oriented motivational environment, a coherent and cumulative expression of specific views [Khakimzianova A., Ilyasova A., Fakhrutdinov B., 2019]. Although any specialist in this field is an educated and skillful master of his/her activity, the process of globalization and the rapid development of science and technology make it a prerequisite for a representative of the graduate field. International English web page researcher of Using English.com Limited Dr. G.Manivannan believes that the successful professionalism of specialists in this field is closely related to their communicative abilities [Manivannan G., 2019]. He emphasizes that along with writing and the ability to think logically, communicative competence is very important, with the help of which the professional potential in marketing and business communication is significantly increased, since the ability to reach agreement and mutual understanding with others is high here.

Therefore, the development of a foreign language, including methods of learning English within the framework of specialization, methods and techniques used as achievements for each student, and an integrated system leading to increased efficiency, the necessary formation of the educational process at universities in this line, the development of certain activities in this area have become a necessity. No matter how high the indicators of proficiency in such sections as reading, writing, listening in English, if the competence of communication is not developed, a specialist will not be able to show his/her knowledge and potential. The modern educational and methodological base is created taking into account these factors [Mary Bronson Merki, 2005], as well as proven educational and methodological literature is also used from time to time [Muraveyskaya M., 2000; 108], improving every year taking into account current methodological trends and innovations [Maslova A., 2003; 320]. Therefore, modern methods aimed at thorough mastery of communicative competence are manifested as an important factor in training of highly qualified personnel. Today, a language learning process is the fact that covers the period from planning activities to the final assessment of a student, which depends on many factors.

Based on the reasoning of the above-mentioned researchers, we set ourselves the goal of investigating some problems and the state of the English language acquisition by students of non-philological area, in particular, medical universities. The survey conducted by the author was attended by students of Tashkent Pediatric Medical Institute, Tashkent Medical Academy, Tashkent Dental Institute. The analysis of opinions and comments expressed by students was carried out in groups I, II and III. First

of all, the students were asked to analyze to what extent the teaching methods used in higher education today are preferred, achievements and shortcomings in terms of their activities. A conversation was held with students, where the most important points of mastering the English language, the development of communicative competence were discussed. Students were asked to identify the most important priorities in learning English. Statistics on some topical issues are given in the following diagram:

Priorities of medical students



CONCLUSION

The perspective of modernization of the system of continuing professional education is expressed in the effective use of the principles of variability, mobility and adaptability. New approaches and models of education are being developed in connection with the introduction of the unified European higher education in the Bologna process, as well as in ensuring the integration of existing models and training of specialists in the field of a foreign language teaching. Modern realities put on the agenda with such tasks as the effective formation of professional competence of a teacher, complete successful reform of the educational system, and high-quality organization of the educational process based on modern standards. However, in the General system of secondary and higher education, the existing models of a language teaching, as well as models of teacher training, programs on methodology and courses aimed at other areas, are not diverse and flexible.

From the point of view of the medical sphere, the methods of teaching medical subjects in English and the sequence of the educational process are determined by achieving harmony with medical science and the exact system of knowledge. At the same time, this conciseness is not the only technique for perfect mastering. Analysis of "English in specialty" is a rather complex process, the degree of mastering of lexical units and grammar constructions also occupies a special place. The perfect sides to the knowledge of languages are a full supply of the definition of a clear style, richness

of words, compliance with pedagogical and didactic requirements and laws. And the science methodology is interpreted from the point of view of the relationship to a particular field. Also, for the medical field, forms of teaching the English language as a certain unit of higher education are manifested due to the requirements of pedagogy and didactics.

The question of linking scientific knowledge with educational tasks in accordance with the requirements of teaching methods to the English language, the exact definition of the degree of sequence of teaching methods in it, expresses the unity of science and education, determines the set of goals and tasks in the similarity and dependence of methodological equivalents. This will display the following set of tasks:

1. To understand the features of educational technology and to interpret them from the point of view of medical education.

2. To form the concept of “English for medicine” on the basis of the objectives, contents and principles of higher education in this field.

3. To effectively implement the stages of medical science improvement, proceeding from the requirements of modern higher educational policy.

At the same time, due to the peculiarities of medical sphere, it is desirable to pay special attention to the following aspects:

- Organize the educational process in accordance with the requirements of the methodology of science, psycholinguistics and pedagogy.

- Efficiently use the methodological base of world linguistics and Foreign Language Teaching Methodology in the creation and improvement of software.

The potential of the language capabilities of the teaching staff of medical universities is growing every day. In particular, it is important to note the fact that the percentage of the English language acquisition among young staff is high, which to some extent determines the future perspectives of medical universities.

As for the activities of Foreign Languages Departments and the process of teaching English in general, a clear organization of this process is necessary, taking into account the variability of internal and external conditions. These criteria is considered one of the main steps to ensure the implementation of current and strategic plans. Here it is important to find an answer to the question of why it is necessary to master the English language, and to find out whether achieving professional maturity and acquisition is an important task at the current level. Paying great attention to the task of staff proficiency in foreign languages, we consider it appropriate to identify the following important functions of teaching English to students of medical universities:

- 1) qualitative improvement of the environment and educational and methodological support for the study of the English language at medical universities;

- 2) extensive use of effective methods and tools, improving pedagogical skills in the process of literacy in foreign languages;

- 3) create a strong motivational environment for students as well as to make them responsible for capacity building in the field of foreign languages.

- 4) to pay special attention to technical support in the English language classrooms.

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