

## Features Of The Methodology Of Teaching Paramedical Terms In Practical Classes In A Medical Institutions.

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**Annotation:** *Interactive learning is a special form of organizing cognitive activity. It is referring to very specific and predictable goals. One of these goals is to create comfortable learning conditions, such that students feel their success, their intellectual worth, which makes the learning process itself productive. The essence of interactive learning is that the learning process is organized in this way. That almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think.*

**Keywords:** *innovative technologies in teaching children, trends in modern education.*

Knowledge of foreign languages today is not only a cultural, but also an economic need, a condition for successful human activity in various fields of production and business. The communicative– speech and socio-cultural development of schoolchildren, the development of their abilities to use a foreign language as a communication tool in the "dialogue of cultures" help students realize the role of a foreign language as a means of international communication. The trends of modern education, including students, force teachers to keep up with the times, to master new pedagogical technologies. It is very difficult to surprise a modern student, so the teacher constantly has to be in a creative search and try to put into practice all sorts of non-standard teaching techniques and methods to increase their motivation to learn English. By affecting the personality of the student, his emotions and feelings, the teacher thereby stimulates the speech, cognitive, and creative abilities of students. According to the educational standard, English language teaching has two main goals:

- development of foreign language communicative competence, which implies the development of speech, language, socio-cultural, educational and cognitive competencies;

- development and education of the ability and readiness for independent and continuous learning of the English language:

a) further self-education with the help of English in other fields of knowledge;

b) developing the ability to self-esteem through observing one's own speech in native and English languages;

c) personal self-determination of students in relation to their future profession;

d) the formation of a citizen and a patriot. The set goals can be realized with the use of all groups of educational technologies, including innovative ones.

The use of innovative technologies in English language teaching.

In accordance with modern requirements for the education system and learning outcomes, the educational process is based on an activity-based approach, the use of interactive forms and teaching methods, the proposed tasks have a personal meaning and are aimed at active speech development. Interactive learning methods are based on collaborative learning or learning in interaction. It should be noted that educational technologies are not used in isolation. There is an active process of their integration. Integrated learning technology is fundamental in English language classes. Integrated classes do not differ from traditional classes in types and forms. These are classes for the formation of skills and abilities, classes for their development, classes for their application in practice and classes for control and verification. The difference is that all types and forms of integrated classes imply a fairly large information block in the lesson itself and independent work on solving any task. Based on experience, I can say that studying the material in small blocks does not lead to the formation of a knowledge system. The process of conscious, deep assimilation of the material slows down. Integrated learning technology allows you to make the process of learning English more effective. Here, this technology is implemented through the use of various methods and forms of work. The main task of a teacher is to teach children the skills to independently extract the necessary information, analyze the knowledge they receive and apply it to solve new problems. To do this, I use several technologies described below in my work.

Interactive technologies.

Interactive learning is a special form of organizing cognitive activity. It is referring to very specific and predictable goals. One of these goals is to create comfortable learning conditions, such that students feel their success, their intellectual worth, which makes the learning process itself productive. The essence of interactive learning is that the learning process is organized in this way. That almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think. This is based on cooperation, mutual learning: student – teacher, student – pupil, while everyone is an equal, equivalent subject of learning. Interactive forms successfully solve the tasks of actively immersing students in the language environment, including them in the development of language material through practical activities, helps to increase motivation in learning English, form the ability to solve it independently, develop skills of independent work with educational material, teamwork, self-control. The learning process takes place in constant interaction between all students and the teacher. Interactive technologies include active forms and methods, such as: competitive games, role-playing games, round tables, discussions, fantasy classes, carousels, aquariums.

Learning English in medical higher education institutions is an indispensable condition for the formation of professional activities of students. Now that English is an important weapon in medicine to meet the requirements of the times, having professional language skills allows the student not only to freely turn to professionally important sources of Information, join the global educational and research process, but also significantly increase his level in the labor market. Teaching English within all specialties in the field of Medicine is aimed at the development of two universal competencies: the first stage is academic and professional cooperation and the ability to apply modern communicative technologies for UK – 5, including in a foreign language(s). It is able to analyze and take into account the diversity of cultures in the process of

intercultural interaction.

These comprehensive formulations are contained in the federal state educational standard of all specialties of the "health and Medical Sciences" Group.

EMP is a type of ESP. In this case, educational materials should be formulated taking into account special vocabulary and discursive practices used within the framework of this direction [14]. Professional interaction in medicine can take various forms: working with a foreign language text to obtain information of professional importance, as a result of which there is a "secondary" text (translation, abstract, abstract), oral and written communication within the framework of a scientific conference (presentation of the results of their own research and discussion of the results of other researchers), oral and written communication. The spectrum of courses in the range of "English for medical purposes", corresponding to the needs of various professional groups (doctors, nurses, laboratory technicians, students or residents), is J. Maera [15]. The most demanded thing in Russia was to work with a foreign language text [16]. The teaching of the remaining formats was carried out at the level of specialization, further education program or postgraduate level. Currently, the formats of oral professional communication have also become relevant in connection with the change in medical education, including the establishment of international research clinics and the implementation of academic mobility programs, such as speaking at a conference, contact of a doctor/ nurse with a patient, communication for academic purposes. Thus, the range of needs of Russian students has been replenished, and now includes the teaching of effective skills of speech activity, including orally prepared and unprepared speech in a professional context. Publications have shown that effective types of speech activity can be difficult due to a number of factors. Thus, communication for Chinese doctors makes it difficult to use professionalism instead of terms, euphemisms in patients' speech, unbeknownst to the doctor, and cultural differences, such as the ban on old age, which is reflected in communication with European patients [17]. According to a study conducted at the Faculty of Medicine of Brasov (Romania) State University, Romanian students face similar difficulties: professionalism, terminology (focusing on pronunciation and spelling), euphemisms and, since the author of the study conducted a survey among students of 1-2 years, contact with the patient (focusing on the correctness of the language), necessary communicative models to conduct general examination and research, collect

Mixed education for medical purposes and English: possible difficulties and ways to overcome them after we have moved on to discussing the format of education, the need arises to analyze not only the specifics of science, but also the characteristics of the interaction between the subjects of the educational process – teachers and students. Mixed education allows you to combine the positive aspects of online education and contact education. However, world experience shows that this is due to specific problems that arise between teachers and students, which can affect the results of the final study. Most of these problems, if not completely eliminated, can be partially leveled due to the following measures: combining content, maintaining a balance of communication and independent work, changing the organizational structure of the practical lesson, methodological support. Combining content. If an educational institution has a set of standard requirements for mastering competencies, it makes sense to standardize the tools they develop, including the content of e-learning. In this case, when there is a general approach to the selection of real material and the development of a methodological apparatus, i.e. task systems provide it, the unit conducting discipline training, a single course that can be deployed in the LMS, giving students access to it, providing them with detailed instructions for organizing independent work and a calendar plan. The advantage for teachers in this case will be a more rational distribution of tasks for creating an online course that allows you to use the strengths of each employee: creating video content, developing

unified test assignments, instructions for students and teachers, control materials, placement and updating of the course in the LMS. Thus, it will be possible to reduce the "technical concerns" of teachers and labor costs for the creation of the course. While there is a unit of content placement, including links to third-party sources and clearly developed instructions, the positive consequences for students will be the absence of the need to alternate between interfaces, the improvement of the skills of using counseling resources and partial compensation for the lack of time management skills.

Change the organizational structure of the practical lesson. Traditionally, the structure of a practical lesson includes the following stages: organizational moment, actualization, during which the information parts necessary for further activities are identified, new information is conveyed, used in practical activities, the task of independent work for assimilation, control, reflection, consolidation. Effective types of speech activity in teaching a foreign language – skills in the field of writing and speaking-are formed mainly during communication training, where the members of the group communicate and the teacher supervises and immediately expresses an opinion. To make the most effective and purposeful use of communication time to form skills, you need to independently run what students can do on their own, including working with electronic resources. Since electronic resources, including Lmooc, audio and video segments with automatically checked tasks, as well as materials from foreign textbooks are mainly used to convey new information, the scheme for organizing a practical lesson is subject to time changes: updating the next topic actually goes to the end of the previous lesson and leads students to independent work with electronic resources. Such a scheme allows you to overcome several restrictions at once. First, students' work with electronic resources will be more focused: the actualization phase is aimed at showing the importance of a new piece of information for the further development of practical professional activities and communication skills, which increases motivation. Secondly, the time of communication classes is not spent on replacing interfaces, instead, students will have the opportunity to understand the problems that have arisen using technical means without haste and stress, or find solutions on the internet. Thirdly, during a communication lesson, the attention of students is focused not on the use of technical means, but on specific content. Teachers also have a number of advantages: instead of explaining new material in the lesson, they can generalize, clarify and interpret what is available, help students demonstrate the scheme of its use and develop skills to work with it. Thus, electronic resources begin to be perceived as auxiliary material (as a textbook, only flexible), the role of the teacher does not decrease, and the likelihood that students will not be able to independently understand the new material and adequately prepare for classes due to poor time management. The proposed lesson scheme corresponds to the "reverse class" format.

Technology of learning in collaboration.

From the first lessons in the group, strong and weak students are identified, and in the future this division becomes more and more. A strong student learns the material quickly and does not make mistakes in completing tasks, which means that he has learned how to do it, and he does not need additional practice. At a time when a weak student needs more help and time, a strong student always wants to move forward. Collaborative learning technology helps to solve this problem. According to this technology, it is assumed that children will be able to take over the provision of assistance to weak students if they work in small groups and are responsible for everyone's success. It is collaboration, not competition, that underlies learning in collaboration. It also means that each student learns by virtue of their own abilities and therefore has a chance to be evaluated on an equal basis with others. If everyone expends the same effort to achieve their level of KSA "knowledge, skills and abilities", then it would be fair if their efforts were evaluated equally, provided that everyone did what they

could. If we evaluate the efforts that students in a group spend to achieve an overall result, then they tend to be more motivated. Practice shows that learning together is not only easier and more interesting, but also much more effective, and this applies not only to the academic success of students, their intellectual development, but also moral. Helping a friend, solving any problems together, sharing the joy of success or the bitterness of failure should be natural for every child. The technology of cooperation solves one of the main tasks in the lesson – ensuring the active activity of each student throughout the lesson, maximizing the performance time of each. Group interaction aimed at solving an educational task, to which everyone contributes, stimulates the activity of each student. This includes working in pairs with an ever-changing or constant interlocutor, small groups and rotating (shift) threes.

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