

FORMATION OF SPEAKING SKILLS IN MEDICINE STUDENTS

Dzugaeva Zarina Ruslanovna
Lecturer of the Department of "English language"
Urgench branch of TMA

ABSTRACT

This article examines interactive forms of teaching, widely used in teaching various subjects, today they are being adapted in relation to teaching a foreign language, expanding the choice of technologies available to a teacher of a foreign language, and improving the communicative approach. The communicative-interactive approach is aimed at developing students' ability to practically use a real, living language, is designed to teach the conscious correlation of language means with their communicative functions. Modern teaching a foreign language without the use of interactive methods and multimedia technologies becomes almost impossible.

Keywords: Specialist, interactive form, communicative approach, communication, activity.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

At present, one of the requirements for the conditions for the implementation of basic educational programs for the training of a specialist on the basis of the state educational standard is the widespread use of active and interactive forms of conducting classes in the educational process in order to form and develop the communicative and professional skills of students. The introduction of interactive forms of education is becoming one of the most important areas for improving the training of students in a modern university. The active involvement of students in the educational process contributes to easier assimilation, understanding and memorization of the material, increased attention and performance, the effectiveness of the educational process as a whole. The ultimate goal of teaching any foreign language is to teach free orientation in a foreign language environment and the ability to respond appropriately in various situations of communication with native speakers. In the educational process, this is achieved through a communicative-interactive approach, the implementation of which is possible through the use of interactive learning technologies. Unlike traditional teaching methods, where the teacher is the main actor controlling the course of the lesson, and students act as passive listeners, subordinate to the teacher's directives, interactive methods and forms of teaching are focused on broader interaction (educational communication) of students not only with the teacher, but also with each other, and on the dominance of student activity in the learning process. Interactivity (from Lat. Inter between and action action) is one of the characteristics of the dialogue forms of the cognition process. Therefore, interactive learning is, first of all, interactive learning, during which interaction is carried out between the student and the teacher and between the students themselves, and it is a special form of organizing cognitive activity.

In interactive learning, the language is acquired during natural communication, the organizer and participant of which is the teacher. Students become subjects of this communication and must constantly interact. In teaching a foreign language as a subject area within the educational system, the need for interactive methods and forms of teaching is very great, since the main task in teaching Russian to foreigners is to organize vigorous speech activity in the classroom.

Interactive methods make it possible to solve several problems at the same time, as the development of communication skills and skills, as well as an increase in students' interest in learning the Russian language; effective assimilation of educational material; formation and development of speech skills: speaking, listening, reading and writing; formation and development of communication skills in the professional sphere; stimulation of students' independent speech activity; development of skills of analysis and reflection; development of skills in modern technical means and technologies of perception and processing of information; reducing the share of classroom work and increasing the volume of students' independent work. In addition, interactive forms of teaching a foreign language allow you to achieve the following goals: - educational: to improve the communication skills of students on the material of various types of texts, including scientific and specialty texts, to control grammatical skills; - developing: to introduce one or another phenomenon, topic, to develop the ability to work in a group, communication skills and the skill of perceiving information of a different nature, the ability to conduct a dialogue, skills of professional behavior; - educational: to establish emotional contact between students, create a team spirit in group work, educate the creative personality of the future specialist, increase interest in the Russian language, reveal personal qualities in conventional (game) situations that simulate the life or professional sphere of communication, relieve emotional stress. In the practice of teaching Russian to foreign medical students, the key aspect of the educational process is the language of the specialty, the level of proficiency in which depends on the improvement of the professional training of future specialists. The main goal of classes with foreign medical students is to facilitate the understanding and perception of scientific (medical, etc.) texts in Russian, to prepare students for communicating with patients, and to form communicative competence for professional activities. Traditionally, teaching the language of a specialty takes place on the material of educational texts in the specialty, since such texts are the main source of information necessary for future medical workers.

Operating with the informative content of a scientific text is considered as the main component of training. The main components of interactive text-based learning are interactive exercises and assignments. Performing such exercises and assignments, students not only and not so much consolidate familiar material in their memory, but learn new one, integrating their own ideas, their educational, life and communicative experience into the process of cognition.

Interactive forms and methods of active learning noticeably intensify the cognitive activity of students; give them the opportunity to independently (individually or in a group) find solutions to the problem / task; create an emotional background for vigorous activity; change the role of the teacher to the role of the organizer of the educational process, consultant; establish subjective-subject relations between the teacher and students both directly and indirectly through the study group, educational text, computer, etc.

REFERENCES

1. Averin V.A. Psychology of Higher Medical Education: Diss. ... d.psych.n.-L.: 1997.-132s.
2. Vasilkov A.P. Formation and development of professionally important qualities of doctors // Anan'evskie readings-2001. Theses of the scientific and practical conference. SPb., 2001. P.145.
3. Granitskaya A.S. Methodology for conducting classes with an adaptive learning system: Methodological guidelines. - Kursk, 1990. -- 24 p.
4. Rumyantseva L.N. Technology of teaching foreign languages of the third millennium from the position of acmelinguistics / L.N. Rumyantseva L.N.-SPb.-2003.

5. Zeer E.F. Modernization of vocational education: Competence approach [Text] / E. F. Zeer, A. M. Pavlova, E. E. Symanyuk.- Moscow: Moscow Psychological and Social Institute, 2006. - 216 p.
6. M.F. Atoyeva, R. Safarova. Pedagogical integration as a means of forming professionally important qualities among students of a medical university. *Academicia*. ISSN: 2249-7137 Vol. 10, Issue 8, August 2020. Impact Factor: SJIF 2020 = 7.13 *ACADEMICIA: An International Multidisciplinary Research Journal* <https://saarj.com>.
7. Lapkin M.M. Study of the psychological determinants of the success of medical students' education. -M., 2014.-17s.
8. Passov, E.I. Communicative method of teaching foreign language / E.I. Passov. - M., 1991.-- 190s.
9. Panfilova A. P. Innovative pedagogical technologies: Active learning [Text] // Moscow: Academy, 2011. - 192 p.
10. Polat E. S, Bukharkina M. Yu. Modern pedagogical and information technologies in the education system [Text] // Moscow: Academy, 2010. - 368 p.