AT ENGLISH CLASSES USING APPROACHES AND METHODS OF ON TEACHING SPECIAL TERMINOLOGY IN MEDICAL UNIVERSITIES

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ABSTRACT

The issue of developing an efficient approach for teaching English is very essential since the English language's position as the primary medium of worldwide communication is steadily strengthening and there are no discernible trends to halt or slow down this process. As you are aware, the first half of a person's life is when their brain is most active in terms of learning, remembering, and working productively. For this reason, it is crucial to give children the chance to learn the English language early on in their personality development, as well as many other subjects. This article examines the so-called communicative methodology, which the author believes to be the most effective and promising approach currently in use when teaching medical terminology in English classrooms at medical universities. It should be mentioned that the outcomes of this technique's deployment in European nations during the previous 15-20 years indicate its efficacy. It is also reassuring to note that, although not yet commonplace, there have been notable developments in recent years regarding the incorporation of a communicative technique into the Uzbek system of language instruction.

1. Teaching English by communicative system-activity approach

Let's start by thinking about a communicative system-activity approach to teaching English in general. This approach is the execution of a particular teaching methodology in which the English language is taught in an organized, systematic, and interconnected manner as a medium of communication under the circumstances of the speech activity that is modelled (reproduced) in the classroom and forms an integral and integral part of the general (extralinguistic) activity. The interaction between the elements of the learning content is completely and optimally systematized in a communicative system-activity method. These include the English language system, a systematic correlation of the native and English

languages (their consciously comparative analysis), the system speech mechanisms (speech production, speech perception, speech interaction, etc.), text as a system of speech production, and a system of general (for example, extra-linguistic, pedagogical) activity. This kind of instruction leads to the formation, implementation, and operation of an English proficiency system that serves as a medium of communication in the broadest sense. The interdependence of general goals and the goals and requirements of the communication associated with them, subject content and methods of performing activities, typical conditions of its course and the nature of its participants' interaction (inter-individual, group), as well as determining the nature, content, and forms of relationships and communication of participant, should all be included in such a system, taking into account its use for teaching the English language. function, place, realms, and situations of English-language speech in the wholeness of its communicative, interactive, and perceptual elements

2. Teaching English by Communicative methodology

Now let's think about communication methodologies for teaching English. Since the strategy scheme in this area is based on the pan-European concept of teaching foreign dialects according to this strategy, most proposals are made in relation to "foreign languages". In any case, it should be noted that this communication technology was originally created with reference to dialects of English as the primary means of communication in the world (which, by the way, is evident from the extensive terminology included). . section), so everything that is said under it basically relates to the teaching of English and is completed in English during the preparation of second degree programs in Europe and other countries.

In the 1960s, the European Commission took a number of steps aimed at developing programs to promote the education of foreign dialects on continent

. In 1971, a group of experts was commissioned to study the possible consequences of creating a framework for teaching distance languages to schoolchildren and adult learners. was the starting point for a series of reflections aimed at creating a concept that could focus on designing and enhancing the ability to communicate in distant dialects. The idea arose to create a limit level (boundary level) as a special target for What was originally essentially expected of adult learners has been effectively adapted to the goals and content of education in schools and other universities. In 1982, the results of the deliberations were displayed and analyzed in the record "Modern Dialects:

1971-81". As it is conceivable, this greatly expands the practical use of approaches made under functional semantic assumptions and the possible consequences of implementing basic standards in several categories. became. Creation of new training materials, creation of coordinated and innovative preparatory frameworks (multimedia systems), improvement of assessment frameworks and self-esteem, self-learning through its individualization (learner independence), preparation of foreign language teachers .

in this manner, within the eighty-90s, some of inquire approximately ventures have been accomplished, which had as their objective the arrangement of a framework

of communicative preparing. An vital placed among them was taken by using increase No. 12: "mastering and filtering superior dialects for verbal exchange" 2. specific consideration within the coordinates communicative technique, systematized on the premise of hypothetical developments and right down to earth come upon in educating far flung dialects inside the UK, France, Germany, Italy, Spain and other Western European nations, is given to the communicative introduction of making ready periods and the educating substances utilized to coach a far flung dialect as a implies of verbal exchange. 3 ranges of starting (critical) authority of the dialect have been identified: 1) degree "survival stage", 2) "path to language" (way prepare degree), 3) side degree. For some of Western ecu dialects, point by using point prerequisites and substance for these ranges were created. In terms of substance and volume, the manner organize and restriction degree are related as 1: 2 whereas keeping up all of the most angles in both. The materials utilized inside the getting ready need to body phonetic competence (ownership of etymological fabric for its make use of inside the shape of discourse expressions), sociolinguistic competence (the potential to make use of dialect devices in understanding with verbal exchange situations), verbose competence (the potential to get it and achieve coherence within the discernment and generation of individual expressions in inside communicatively essential discourse preparations), the so-called "strategic" competence (the capacity to compensate for verbal and non-verbal implies need of dialect capabilities), socio-cultural competence (degree of popularity with the socio-cultural setting of the running of the dialect), social competence (capability and readiness to communicate In the English model of each degrees, researchers J. van Ek and J. Trim discover as the main components including:

1) labeled situations of verbal exchange (contacts with officers, instances of social and ordinary verbal exchange and social interplay, occasions of published movement, situations of conversation within the socio-cultural setting of the dialect being examined - discourse and social conduct, etc., instances related to acing the dialect of instructive physical games, occasions of familiarization with the culture of the individuals and the state of the dialect being taken into consideration; instances of communique with nearby speakers of the dialect being considered, which include the crowning glory of making ready in the prepare of interplay with them, manage, blunder adjustment, tip, and many others.).;

2) the capabilities of the language and the most appropriate options for his or her implementation (seek and receipt of records, expression and rationalization of the relationship, expression of doubt, delight, happiness, worry, and many others.);

three) manner of designating and transmitting not unusual meanings (existence, space, time, amount, fine, wondering, attitude, indication);

4) approach of transmitting separate (particular) meanings in thematic businesses (personal identity, home and home, surroundings, each day life, loose time and leisure, journey, relationships with other people, health and care for him, training, purchasing, nutrients , carrier,

sights and locations to visit, language, weather);

5) styles of verbal interaction (they relate to the maximum frequently encountered and used, generally, constant varieties of interplay, for instance, in the method of making purchases and orders, looking and receiving records, meeting humans, walking across the town, spotting and naming time, discussing and and many others.);

6) types of texts, auditory, printed and written substances that can be or end up resources of information, and skills corresponding to their belief;

7) a listing of substances whose information calls for learning the language in a socio-cultural context (geographic realities, familiar styles of verbal exchange, country wide traditions, rituals, behavior, types of politeness, gestures, and so on.);

8) a listing of capabilities that the learner ought to own so one can catch up on deficiencies in overseas language abilities (inside the system of analyzing and hearing belief of overseas speech, speaking and writing, inside the system of interplay with a local speaker or a greater skilled interlocutor in the language);

9) a listing of abilities essential for a pupil of a foreign language in all sorts of speech hobby, in working with diverse assets, in impartial paintings and self-esteem

at the side of the above, in each of the cited levels, the diploma of mastery and ownership of obtained language and speech cloth is hooked up. This diploma is described as the primary criterion for pragmatic adequacy, which involves the accident of the transmitted and perceived communicative intentions of communicative partners or the meanings of their statements. the second criterion, of a better order, in this case will become the degree of conversation efficiency. similar to the Waystage and Threshold tiers, scales are established for assessing and self-evaluation of mastery and expertise of a foreign language based on the usage of multi-stage scales in the spectrum from zero to ideal (professional, for instance) language proficiency.

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