

Анваров А.У.

доцент кафедры узбекского и иностранных языков

Ферганского медицинского института общественного здоровья

г.Фергана, Узбекистан

ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ МЕДИЦИНСКИХ ИНСТИТУТОВ НА ОСНОВЕ РЕВЕРСИВНОГО ОБУЧЕНИЯ

Аннотация: В статье рассматривается метод «case-study» для развития иноязычных компетенций на основе технологии реверсивного обучения будущих врачей, обучающихся в медицинских вузах. Целью данного исследования является рассмотрение современных технологий и методов обучения, основанных на профессионально ориентированной иноязычной компетенции студентов медицинских вузов, в частности технологии реверсивного обучения и метода «case-study». В статье обобщены основные теоретические положения технологии реверсивного обучения и метода «case-study», выделены преимущества их использования в условиях цифровизации медицинского образования, показана роль преподавателей высшей школы в образовательном процессе с использованием данной технологии.

Ключевые слова: *информационно-коммуникационные технологии, дистанционное образование, высшее образование, новые методы и технологии, цифровизация образования, электронное обучение, дистанционное обучение.*

FORMATION OF FOREIGN LANGUAGE COMPETENCE OF STUDENTS OF MEDICAL INSTITUTES ON THE BASIS OF REVERSE EDUCATION

Annotation: This article discusses the "case-study" method for developing foreign language competencies based on the technology of reverse education of future doctors studying in medical education. The purpose of this study is to consider modern technologies and teaching methods based on professional-oriented foreign language competence of medical higher education students, in particular the technology of reversible education and the "case-study" method. The article summarizes the basic theoretical provisions of the technology of reversible education and the "case-study" method, highlights the advantages of their use in the context of digitization of medical education, shows the role of higher education professors in the educational process using this technology and method.

Key words: *information and communication technologies, distance education, higher education, new methods and technologies, digitization of education, e-learning, distance learning.*

Due to the rapid development of information and communication technologies and the internet in the current age of technology, the issues of organizing the educational process using distance education are becoming especially relevant in medical higher education.

Modern trends in the digitization of medical higher education are making changes to the activities of professors and teachers of higher education and necessitating the development and introduction of new methods and technologies

into the educational process. On the present day, medical higher education institutions face certain difficulties due to the processes of digitization of education, the introduction of distance education, as well as the need to teach a professional foreign language to students in the fields of medical education.

One of the most relevant forms of higher education is the digitization of distance education (or e-learning), which plays an important role in the system of continuing education.

A.A. Andreev (1999, p. 13), which put forward the idea that the following indicators should depend on the characteristics of distance education [1]:

1. Flexibility and asynchrony (the ability to complete classes at an individual pace and at a suitable time for the student, regardless of the territorial location).
2. Modularity (each module corresponds to a specific area of science).
3. Parallelism (ability to combine education and professional activities).
4. Team (large groups of students can use materials and resources in the distance format).
5. The use of Information Technology (computer, tablet, smartphone, interactive whiteboards, projectors, etc.).

Analyzing the features of distance education, we believe that this form of Education describes the entire educational process in higher education and is suitable for studying any subject, including a foreign language. In modern education, the study of any subject is carried out within the framework of a competence-based approach and is aimed at the formation and development of competencies of professional importance.

Currently, there are public open online courses and juvenile online courses where the medical higher education learning process is common (Bachelor's and Master's program training courses, which are carried out in the form of an online course). Most of the materials studied in the educational process are provided to students in the form of e-learning resources and with extensive use of information and communication technologies, and in the context of teaching students of medical specialties in the distance learning environment, the issues of learning a foreign language aimed at the profession are becoming especially relevant.

Currently, in increasing the competencies of a foreign language of medical education students, it is one of the important tasks to find suitable methods and technologies that combine the elements of distance learning, the use of IT technologies and exercises aimed at independent work of students.

According to N.D. Galskova [2], the following should be included in the composition of teaching a foreign language aimed at the profession:

¹ Andreev A. A. Didactic foundations of distance learning, Moscow, 1999.

² Galskova N. D. Modern trends in linguodidactics as a science // Integrated teaching of foreign languages and professional disciplines. The experience of Russian scientists: a collective monograph / edited by L. P. Khalyapina. St. Petersburg: Publishing House of Peter the Great St. Petersburg Polytechnic University The Great One, 2018

- areas of communicative communication, topics and situations, as well as speech materials aimed at professional directions of students;
- training materials related to the language (phonetic, lexical, grammatical, spelling), rules for its design and working skills;
- a set of special skills that characterize the level of practical assimilation of the studied foreign language as a means of communication, including in intercultural situations;
- system of knowledge of the national-cultural characteristics of the language of the country under study of students.

The above-mentioned features of teaching foreign languages in higher education, which are oriented towards the modern profession, as described by N.D. Galskova, are by nature practice-oriented, aimed at developing the skills of mutual communication in a foreign language and the formation of the necessary competencies for solving professional tasks in the future. Students studying in medical education will be able to learn foreign languages for further professional activities and use a foreign language as a means of business communication. The formation of professional-oriented foreign language competencies for students of medical education specialties implies the creation of special conditions in foreign language training, so that students, based on knowledge in the professional field, can independently solve communicative tasks in their professional activities in oral and written forms in a foreign language.

Since the educational process in teaching a foreign language in modern education is focused on practice, and in the educational process students need to develop the skills of communicating in a foreign language, we considered the technology of reversible education and the method of «Case-study».

The term "reverse learning" originated at the beginning of the third millennium, and its essence lies in the rearrangement of the components of the educational process. According to Western studies [3], the concept of reverse learning consists in self-study of a part of the curriculum before classes remotely, in order to devote more time to practical issues during face-to-face classes. Researchers, in particular I.I. Gnutova, believe that reverse learning is a pedagogical meta-strategy that involves fundamental changes in the educational process and focuses on a "gradual shift in emphasis from the teacher to the student." [4].

Reversible educational technology means that students become active participants in the educational process. M.N. Dudina believes that in view of reversible education, this is a concept aimed at reordering the main topics of educational activities, e-learning, in particular, the widespread use of Internet resources, and "the choice of possible content of the field of Science, the selection

³ Bergmann J., Sams A. Flip Your Classroom: Reach Every Student in Every Class Every Day. Eugene – Washington, 2012.

⁴ Gnutova I. I. From "inverted classroom" to "inverted learning": the evolution of the concept and its philosophical foundations // Higher education in Russia. 2020. № 3

of relevant technologies and criteria. [5]. To date, there are studies in the field of the use of reverse learning for different levels of education, as well as scientific manuals on innovations in the context of the application of reverse learning in the classroom. [6]. We define reversible education technology as a subtype of mixed education, which involves the reorganization of the educational process. Reversible education technology-when learning a foreign language of higher education students perform exercises in the classroom as a previously given homework: recall to new lexicogrammatical materials, the main difficulty is to perform practical training under the guidance of a teacher in order to combine the materials learned.

It should be noted that the introduction of reversible education technology consists of three main components. These are classroom work, feedback, and evaluation using active educational methods, watching and recording educational video [7]. Before class, students watch an audio presentation, take notes as a rule, and learn new lexical units. Classroom work focuses on developing communicative foreign language skills, and the teacher uses active teaching techniques such as group work, project activities, the "Case-study" method, mental attack, role-play.

The use of the "Case-study" method within the framework of teaching a foreign language aimed at the profession allows the formation of general professional and professional competencies of the student in a foreign language, among which we highlight the following skills: the ability to present the results of their studies in a foreign language, everyday and business communication in a foreign language, Also, in the process of preparing a work solution, skills for working with data in a foreign language (language competence), the ability to use knowledge gained in the professional sphere (science competence), as well as communication skills in a foreign language (communicative competence) develop.

The combination of reversible educational technology and the "Case-study" method increases the level of motivation for students to learn a foreign language, the use of internet services and applications for advanced self-study has positively influenced the educational process, the use of professional circumstances the practical orientation of teaching a foreign language to students has contributed to the formation of professional competencies. We believe that increasing the bank of academic assignments on the technology of reversible education and developing new cases of the formation of professional-oriented foreign language competence, as well as applying the technology of reversible education and the "Case-study" method within the framework of teaching a foreign language, will contribute to the development of professional competencies of the cheet.

⁵ Dudina M. N. Reverse history teaching: theory and practice // Historical and pedagogical readings. 2019. № 23

⁶ Mehring J., Leis A. Innovations in Flipping the Language Classroom // The Electronic Journal for English as a Second Language. 2020. Vol. 24. No. 1

⁷ Vorobyov A. E., Murzayeva A. K. Fundamentals of the technology of "inverted learning" in universities // Bulletin of the Buryat State University. Education. Personality. Society. 2018. № 1.

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