

**MOTIVES THAT CONTRIBUTE TO THE STUDY OF
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АНГЛИЙСКОГО ЯЗЫКА В МЕДИЦИНСКОМ
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Annotation: This article reveals the development of the higher education system in the Republic, the introduction of a credit-modular system, the development of personal and professional competencies of students based on the coordination of independent educational processes. Today, a professionally-oriented approach to teaching English at a medical university is also beginning to acquire special relevance, thanks to which it is envisaged that students will develop the ability to communicate in a foreign language in professional, scientific or business spheres.

Key words: motivation, activity, communicative competence, individuality, efficiency, principles, medical university, foreign language, behavior, extracurricular work.

Аннотация: В данной статье раскрывается развитие системы высшего образования в Республике, внедрение кредитно-модульной системы, развитие личностных и профессиональных компетенций студентов на основе координации самостоятельных образовательных процессов. Сегодня особую актуальность также начинает приобретать и профессионально-ориентированный подход при обучении английскому языку в медицинском ВУЗе, благодаря которому предусматривается формирование у обучаемых способности к общению на иностранном языке в профессионально-научных или деловых сферах.

Ключевые слова: мотивация, активность, коммуникативные компетенции, индивидуальность, эффективность, принципы, медицинский ВУЗ, иностранный язык, манера поведения, внеаудиторная работа.

Annotatsiya: Ushbu maqolada Respublikamizda oliy ta'lim tizimini rivojlantirish, kredit-modul tizimini joriy etish, mustaqil ta'lim jarayonlarini muvofiqlashtirish asosida talabalarning shaxsiy va kasbiy kompetensiyalarini rivojlantirish masalalari ochib berilgan. Bugungi kunda tibbiyot universitetida ingliz tilini o'qitishga professional yo'naltirilgan yondashuv ham alohida ahamiyat kasb eta boshladi, buning natijasida talabalarda professional, ilmiy yoki biznes sohalarida chet tilida muloqot qilish qobiliyatini rivojlantirish rejalashtirilgan.

Kalit so'zlar: motivatsiya, faollik, kommunikativ kompetensiyalar, individuallik, samaradorlik, tamoyillar, tibbiyot maktabi, chet tili, xulq-atvor, sinfdan tashqari ish.

An important role is played by the further development of the higher education system in the Republic, the introduction of a credit-modular system, the development of personal and

professional competencies of students based on the coordination of independent educational processes. The strategy of actions for the further development of the Republic of Uzbekistan defines such tasks as

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"Further improvement of the system of continuing education, increasing the possibilities of providing quality educational services, training highly qualified personnel that meet the modern needs of the labor market, the introduction of international standards for assessing the quality of education and vocational training." (1.p:448) At the same time, the process of forming a socio-economic base of a new kind, which also requires, in our opinion, rethinking – namely, the modern appeal of society to a university graduate, which contributes to the productive formation of innovative and in-demand qualities of future specialists. Thus, there is also a special need for an urgent appeal to the process of teaching foreign languages in non-linguistic universities (in particular, medical universities).

Despite the special importance in the knowledge of a foreign language by specialists from

a wide variety of fields of activity with an understanding of its necessity and significance, graduates of medical faculties, as a rule, do not possess it sufficiently. There are many reasons that explain this phenomenon, but one of the leading ones is considered to be a low motivational component when learning a language.

Our research is based on a full-fledged study of English at a medical university. Therefore, the object of our research is actually the English language in medical universities, and the subject is its essence, content, methods, forms, means, etc. At the same time, according to many studies, in studying English at a medical university, there are certain motives with a sufficiently effective impact (Fig).

Communicative - defined based on people's communication needs. If they are available, students have a desire to express themselves in English with native speakers, as well as to read special literature. This type of motivation prevails in the student environment. But under the condition of a native language environment, English becomes an artificial means of communication, and therefore it is difficult to increase communicative motives

Linguo-cognitive - the basis is the desire of students for active cognition of linguistic

Aesthetic - are associated with the highest feelings of a person, where awareness of their value and significance

Country studies - depend on the thematic focus and emotional interest of students in specific professional or social spheres of communication

Instrumental - motives are the result of a positive attitude of students to educational activities.

Among them are:

- civil (teaching is a preparation for life in society);
- cognitive (acquisition of competencies);
- social identification with parents (parents' expectations in the field of education);
- motive of experience (interest and variety of educational material);
- material motive (related to material security in the future);
- motive of value (associated with socially significant prestige)

Fig. Motives that contribute to the study of English at a medical university

From the existing experience of teaching in medical universities, we note that the motivation for learning English among modern students is quite low. Nevertheless, among the most predominant motives we have identified the following: *communicative (communication with native English speakers); motives that are associated with a promising job in the future; the desire to get a high score on the exam; the implementation of a prestigious internship followed by permanent and promising work abroad.*

At the same time, many students do not see any sense in teaching English at all - which is the complete absence of any motivation. Therefore, we believe that English language teachers face a rather difficult, but quite feasible task, namely, increasing the interest of students in the English language. But it is worth noting that the achievement of this goal will be possible provided that the teacher in his work will rely on the principle of personal orientation in combination with a communicative approach in teaching English.

It is worth noting that the role of the subject "Foreign language" in medical universities can sometimes often be underestimated. However, this subject has great potential in the formation of an educated specialist. Motivation, in our opinion, should be the leading motivating factor that can influence the success of the entire learning process, with the determination of the final result, namely the level of formation of foreign language communicative competence.

In order to activate the communicative interest of the trainees, the so-called "novelty principle" is also important, and is characterized by constancy in changing the topic of conversation, conditions and circumstances, and in addition - tasks, technologies and methods in teaching that bring students as close as possible to their goal when learning English.

We believe that among the variety of pedagogical technologies in teaching English, block-modular technologies have an important value (2.p:441). I would like to note that the compilation of such technologies is becoming very relevant today due to the tendency to reduce classroom hours, while increasing the time for independent, extracurricular activities.

For example, the content aspect of the discipline "Foreign language" may be a set of topics-modules. At the same time, the structure of each module has an invariant component (classroom work and part of further extracurricular independent work), with a meaningful variable part, whose volume and level of implementation depends on the language readiness of the student with his motivation to learn English. The structure of the variable component is a substantial block, in the presence of a procedural and performance-evaluation (3.p:75). Today, a professionally-oriented approach is also beginning to acquire special relevance when teaching English at a medical university, thanks to which it is envisaged that students will develop the ability to communicate in a foreign language in professional scientific or business spheres, as well as in situations where the peculiarities of professional thinking in the organization of both motivational and research should be taken into account work. It should be noted that by a professionally-oriented approach we mean such training, which should be based on the fact that it takes into account the needs of students in the process of teaching them English, and dictated by the specifics of their future profession. And all this implies a special combination of professionally-oriented English in the development of personal qualities of students, knowledge of the specifics of the culture of the region of the language being studied when acquiring the necessary relevant professional skills, and based on a professional linguistic knowledge base.

However, it is also important for us to note that the implementation of a public and state order carries with it a series of difficulties, to which we can attribute the following: the lack of an optimal language environment, i.e. teaching a foreign language, as a rule, is carried out under artificially created conditions; a reduced number of classroom classes; little elaboration of individual issues related to with the teaching methodology, and which are directly interrelated with the learning conditions.

It should also be noted that language itself is also a special means or form of existence and expression of thoughts related to reality. At the same time, a person always realizes and feels that it is the language that is a special means for him, because outside of the language itself there may be some

other world inside which a person is able to get used to thanks to his help.

In conclusion, it can be pointed out that the formation of each student's readiness for the real implementation of their self-educational activities when studying English in medical universities becomes possible with the organization of a non-linguistic process with appropriate didactic conditions, and which should be considered, taking into account personal, activity-creative, poly-subjective and culturological approaches, as well as paying attention to the specifics of English language as a special academic discipline. In our understanding, didactic conditions are a set of special measures that are designated by the teacher by purposefully selecting elements of content, methods, *techniques and forms of teaching* in English in order to form competencies for the systematic implementation of students' self-educational activities. The implementation of a creative approach occurs when using individual creative tasks in English classes.

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