

**MECHANISM OF INTEGRATED TEACHING OF SPEECH COMPETENCE IN
UZBEK AND ENGLISH LANGUAGES IN MEDICINE**

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In the world, special attention is paid to the organization of scientific discussions and forums on the issue of improving the speech competence of students based on integrated learning (Blended Learning), an integrated methodical approach. Also, improving the communicative model of language learning in medical education of student's speech competence, clarifying the peculiarities of the acme logical and integrative approach in the process of developing interactive communication skills in students, developing and effectively using interactive technologies for organizing communicative cooperation, medical higher education Quality and methodical improvement of education level is of great importance. This requires improving didactic conditions for the integrated methodical development of student's speech competence, developing a model for the formation of a communicative orientation in professional activity by creating an integrative-facilitating educational environment. In the world, special attention is being paid to improving the pedagogical mechanisms of creating an integrative educational environment, using integrated methods based on the improvement of language learning of student's speech competence. At the same time, it is important to apply the linguistic, sociolinguistic and pragmatic components of the integrated improvement of student's speech competence to the content of medical education, to develop a system for preparing students for effective communication. The methodology of language teaching in the world has achieved a number of achievements in recent years. As a result, certain developments and reforms are taking place in the socio-economic spheres of society. Today, most countries are effectively using the achievements of English language education, which is a model for the world language teaching methodology. It is known from the observations that the development of integrated speech skills in the methodology of language teaching in medicine is one of the main issues, and its improvement depends more on the speech competence of students. In scientific literature on teaching English, French, German and other developed foreign languages in the world, special attention is paid to the content and level of use of student's speech competence, and the educational process is effectively used. The decision of the President of the Republic of Uzbekistan was adopted in order

to give incentives and encourage students and pedagogues who have a qualification certificate based on the development of the national test system for assessing the level of knowledge of the Uzbek and English languages.

Improving the speech competence of students in medical practice is focused on effective communication based on integrated methodical teaching. The speech competence of the students used in practice is improved based on the previously defined criteria. In Uzbekistan, in the teaching of Uzbek and English languages, the integrated methodology of students' speech competence is based on the didactic approach, the development of linguistic competences during the lesson is expected to lead to the improvement of speech competences. The speech competence of the students of Medical Higher Education Institutions is developed through specific requirements for language learning based on experiences (listening comprehension), (speaking), (reading) and (writing) skills. In our opinion, it is appropriate to use this methodology a little more creatively in teaching Uzbek and English languages. Because students, as carriers of the language, come with certain speaking skills and qualifications. The speaking competence of students is that they can understand, read, speak and write in Uzbek and English by listening to a text or a conversation. In such a situation, the main task of the Uzbek and English language teaching methodology is to enable students to understand what they hear correctly, to be able to speak fluently and logically in literary language, to be able to read and understand the text, and to be able to write correctly and meaningfully.

Skills should be developed. This responsible task, of course, can be carried out through educational tasks that improve the speech competence of students. In this sense, the issue of developing new methods of improving the speech competence of Uzbek and English students in medical education, and improving the linguistic didactic foundations is extremely urgent. In our Republic, attention is paid to the development of abilities and skills of future doctors, training of tactical and strategic orientation to professional activity, improvement of medical education activity of students as a priority. At the same time, the practice of medical education requires the improvement of student's speech competence based on an integrated approach, the clarification of the factors and criteria for the improvement of communicative competence, the improvement of the conceptual model and practical-technological system. There is a need for an integrated critical study of the content of questions, exercises and assignments in the teaching of Uzbek and English in accordance with the state educational standards and national assessment criteria, describing and classifying them from the point of view of improvement and evaluation of speaking skills and qualifications.

It is known that in the education of the Uzbek and English languages, the integrated methodical development of the linguo-pedagogical foundations of the teaching tasks, teaching in the Uzbek and English languages, all kinds of educational manuals, textbooks, textbooks related to the educational process From visual aids to the

production of educational tasks based on multimedia ICT tools and materials, suitable, innovative, systematic and easy-to-learn methods for students of medical higher educational institutions is being considered as an urgent issue of today.

In the system of higher medical education of the Republic of Uzbekistan, methodical integrated teaching of Uzbek and English languages, development of educational tasks based on educational materials, training of medical specialists in Uzbek and English languages in order to provide effective education effective quality assurance, training of medical specialists who can speak Uzbek and English fluently, fundamental improvement of teaching of linguistics in the medical higher education system, integrated provision of the integrity and continuity of educational programs in these directions is important.

Based on the social order of the society in the world, the teaching of English languages is based on the requirements for speech competences, skills and qualifications, as well as the improvement of the English language teaching content, which consists of language material, innovative pedagogy, improvement of the methodology of applying competencies, the professional competence of medical students reinforces the need for improvement. Improving the methodological foundations of integrated teaching of students, especially in medicine, in the teaching of Uzbek and English languages in 1st, 2nd year students. It is becoming important to carry out research on improving the quality and efficiency of the educational environment.

It is known that in recent years, in the education system of the new generation, modern education has gathered the advanced achievements of world science and competence, was created as a product of the intelligence of our ancestors, based on our national and spiritual values. The problem of improving the methods of education has arisen. It is not for nothing that a perfect generation is considered the basis of the development of society. Therefore, in our country, providing education to the mentally and physically mature generation has been raised to the level of state policy. In the new Law “On Education” (September 23, 2020), education of a well-rounded personality was defined as an important issue of state importance, a priority direction. One of the effective means of achieving this educational goal is “the introduction of advanced forms of teaching and new pedagogical technologies and competencies into the educational process of technical and informational means of medical education”. “The tasks of reforming the medical education system are defined in the state program of radical reform of the content of development of medical education and raising the efficiency of education to a new quality level and other regulatory documents, which means medical education in the process of working with students, developing them as professional doctors is the basis for successful implementation at the state level” Learning languages in medicine, the process of medical education is distinguished by the variety of methods, styles and forms used in teaching. Establishing interdisciplinary in the practice of medical education is a vivid expression of the integration processes taking place in the

life of science and society today. This connection plays an important role in student's conscious assimilation of knowledge, development of their holistic vision of the world, and improvement of their practical and scientific-methodical preparation. Such training provides an opportunity to freely apply the knowledge, skills and abilities acquired in medicine in class and extracurricular activities, in production and in any educational activity. In recent years, in our country, scientific-methodological studies on the methodology of teaching the Uzbek language have been carried out to improve the speech competence of students of higher education institutions.

The need for an integrated approach to improving the speech competence of medical students in the teaching of Uzbek and English languages determined the topic of our research. Methodology of integrated teaching of Uzbek and English through text, improving the speaking competence of students, working on text analysis, which is the most complex in accordance with today's integrated approaches of Uzbek and English language education, being able to read it, We found it appropriate to develop a methodical technology integrating the skills of understanding and, most importantly, the ability to create a text.

Russian pedagogues A. N. Leontev, J. A. Ponomarev, S. L. Rubenstein, etc. made observations about educational tasks and their place and tasks in didactics. In particular, Leontiev describes the concept of "speech competence" as follows: "Speech is a factor that makes one's professional potential, based on certain conditions, a set goal." Professor Jacques Richards, an Australian scientist, was specially engaged in methodical, psychological-pedagogical research on improving the speech competence of students in world pedagogy. It should be noted that Western pedagogy focuses on practicality. The first pragmatic ideas were developed by the American philosopher and pedagogue D. Devey. F. Sh. Alimov, B. G. Kulmatov, who drew timely conclusions from English experiences, were the first to introduce the cognitive-pragmatic approach to the educational system of Uzbekistan in the early years of independence. This approach was not supported in time. Therefore, Uzbek and English language education still does not give the expected effect in improving the speaking competence of its current students.

Today's pedagogical and linguo-didactic conditions require the improvement of educational tasks based on an integrated approach, and B. Bloom's taxonomy should also be taken into account when improving the speaking competence of students. In addition, a number of studies have been conducted on the methodology of teaching Uzbek and English language levels in medical family education. The content of this dissertation can be widely used in Uzbek and English language education today.

In this sense, this work is based on the pedagogical, psychological and linguo-methodical needs of improving the speech competence of students in the teaching of Uzbek and English, applying it to the practice of medical education, describing it based on an integrative approach and classifying them in terms of tasks, medical education performs implementation tasks.

To study the current state of improving the speaking competence of students in the medical higher education system and to determine the place of Uzbek and English language in the pragmatic context of education;

- comparative study and analysis of the compatibility of educational materials in textbooks with SES (state education standard) and program requirements, as well as identifying the causes of problems related to their methodical teaching on the basis of integration and proposing solutions;

- development of methods of development of student's listening comprehension, speaking, reading comprehension and writing skills (composition of literate and meaningful text) based on integration by improving student's speech competence;

- integrated improvement of content, method, means of development of thinking skills;

selection of convenient and practical methods, methods and technologies for improving the speech competence of students in medical higher education;

- Systematic "Uzbek language" and "English" textbooks for improving the speech competence of Uzbek and English special students of the medical higher education system are put into practice;

- by teaching Uzbek and English in medical higher education, developing student's Uzbek and English literary language, literary pronunciation skills, medical terminological and orthographic literacy, vocabulary improvement, and the ability to work independently comprehensive improvement of skills, an integrated mechanism for improving student's speech competence will be developed and put into practice;

- The skills and competences of students to improve their speaking competence in Uzbek and English are developed;

- the methodology of improving their speaking competence based on a pragmatic approach to the process of class training is introduced;

This scientific article is important in studying Uzbek and English education, pedagogy and history of education, improving Uzbek and English language teaching methodology, determining the place of Uzbek and English phonetics in education. Acquires theoretical importance.

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