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КОММУНИКАЦИОННО-ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В МЕДИЦИНСКОМ ОБРАЗОВАНИИ

Ключевые слова: медицинское образование, информационные и коммуникационные технологии, компьютерное обучение, интеграция, информационная и коммуникационная компетенция, мотивация

Информационные и коммуникационные технологии сегодня стали предметом серьезных дискуссий в мире. Их влияние огромно. В эту эпоху мир образования в целом и мир языков в частности претерпевают глубокие реформы и эволюцию, чтобы противостоять новым вызовам, образование должно адаптироваться и обновляться. Сегодня мы не можем представить нашу личную и профессиональную жизнь без использования компьютеров, поскольку они играют жизненно важную роль во всех сферах современной жизни. Применение информационных технологий в медицинском образовании уже стало неотъемлемой

частью нашего обучения. Следовательно, было создано огромное количество образовательных платформ и программ, которые стали идеальным дополнением в достижении профессионального уровня. Использование ИКТ в медицинском образовании максимизирует множество новых возможностей для эффективного общения как для преподавателей, так и для студентов, не только для развития их навыков, но и для расширения знаний в успешном использовании ИКТ для улучшения преподавания и обучения. По этой причине мы решили рассмотреть эффективные способы использования ИКТ в медицинском образовании.

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APPROACHES IN TEACHING A SECOND LANGUAGE

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Learning a foreign language always entails learning a second culture to some degree, even if you never actually set foot in the foreign country where the language is spoken. Language and culture are bound up with each other and interrelated. People don't exist in a vacuum any more than club members exist without a club. They're part of some framework: a family, a community, a country, a set of traditions, a storehouse of knowledge, or a way of looking at the universe. In short, every person is part of a culture, everyone uses a language to express that culture, to operate within that tradition, and to categorize the universe.

Teaching and learning a foreign language has become progressively urgent nowadays for all specialists in any field of activities. This fact presents a variety of methods both for teachers to work and students to apply. Knowing a second language increases your chances of getting a good job in a multinational company within your home country or for finding work abroad. It's also the language of international communication,

the media and the internet, so learning English is important for socializing and entertainment as well as work!

Aim of the article is

To develop effective tips both for teachers and students to gain knowledge and skills in language teaching and learning, to improve the methods of teaching, increase students' motivation and teachers' enthusiasm.

Materials and methods

Real personal experience and review of internet resources were used in collecting the ideas. Students' observations and close teachers' attitude to students' needs were taken into account and gathered as materials.

Discussion and results

Traditionally, motivation research in the L2 has shown different priorities from those characterizing the mainstream psychological approaches. This has been largely due to the specific target of our field: language. It does not need much justification that language is more than merely a communication code whose grammar



rules and vocabulary can be taught very much the same way as any other school subject. In 1979 Robert Gardner, argued forcefully that a second/ foreign language in the school situation is not merely an 'educational phenomenon' or 'curriculum topic' but also a representative of the cultural heritage of the speakers of that language (Gardner, 1979). Therefore, teaching a language can be seen as imposing elements of another culture into the students' own 'life space'. In order to learn an L2, say French, students need to develop a French identity: they need to learn to think French and though only partially and temporarily also become a bit French.

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'There is no question that learning a foreign language is different to learning other subjects. This is mainly because of the social nature of such a venture. Language, after all, belongs to a person's whole social being: it is part of one's identity, and is used to convey this identity to other people. The learning of a foreign language involves far more than simply learning skills, or a system of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner.' (Marion Williams 1994:77).

Thus, language learning is a deeply social event that requires the incorporation of a wide range of elements of the L2 culture. Accordingly, most research on L2 motivation between the 1960s and 1990s focused on how the students' perceptions of the L2, the L2 speakers and the L2 culture affect their desire to learn the language. This research direction

was spearheaded and inspired by a group of social psychologists in Canada, most notably by Robert Gardner, Wallace Lambert and Richard CleÂment. Because their theory still represents one of the most influential approaches in the L2 field, let us start our exploration of L2 motivation by looking into it in a bit more detail.

Well said that . . .

'there are no magic motivational buttons that can be pushed to "make" people want to learn, work hard, and act in a responsible manner. Similarly, no one can be directly "forced" to care about something. . . Facilitation, not control, should be the guiding idea in attempts to motivate humans.' (Martin Ford 1992:202).

Tips for teachers from students ' notes check list

1. Explain things simply.
2. Give explanations we understand.
3. Teach at a pace that is not too fast and not too slow.
4. Stay with a topic until we understand.
5. Try to find out when we don't understand and then repeat things.
6. Teach things step-by-step.
7. Describe the work to be done and how to do it.
8. Ask if we know what to do and how to do it.
9. Repeat things when we don't understand.
10. Explain something and then use an example to illustrate it.
11. Explain something and then stop so we can ask questions.
12. Prepare us for what we will be doing next.
13. Give specific details when teaching or training.
14. Repeat things that are hard to understand.
15. Use examples and explain them until we understand.
16. Explain something and then stop so we can think about it.
17. Show us how to do the work.
18. Explain the assignment and the materials we need to do it.
19. Stress difficult points.
20. Show examples of how to do course work and assignments.
21. Give us enough time for practice.
22. Answer our questions.
23. Ask questions to found out we understand.
24. Go over difficult assignments until we understand how to do the.

Tips for teachers from real personal experience

1. Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally. More specifically: . Share your own personal interest in the L2 with your students. . Show students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life.

2. Take the students' learning very seriously. More specifically: . Show students



that you care about their progress. . Indicate your mental and physical availability for all things academic. Have sufficiently high expectations for what your students can achieve good relationship with the students I don't think it requires much justification to claim that it is important for a motivating teacher to have a positive relationship with the students on a personal and not just on an academic level. In fact, a lot of the previous section could be simply copied here by replacing the phrase 'care for the students' learning' with 'care for the students as real people'. Teachers who share warm, personal interactions with their students, who respond to their concerns in an empathic manner and who succeed in establishing relationships of mutual trust and respect with the learners, are more likely to inspire them in academic matters than those who have no personal ties with the learners. Of course, this again is a highly culture-sensitive issue. Developing a personal relationship with the students and achieving their respect is easier said than done. It is a gradual process built on a foundation whose components include the teacher's: Motivational Strategies in the language classroom : acceptance of the students, ability to listen and pay attention to them, availability for personal contact.

Ability to listen and pay attention to student.

Greet students and remember their names. . Smile at them. . Notice interesting features of their appearance (e.g. new haircut). . Learn something unique about each student and occasionally mention it to them. . Ask them about their lives outside school. . Show interest in their hobbies. . Express in your comments that you've thought about them and that their individual effort is recognized. . Refer back to what you have talked about before. . Recognize birthdays. . Move around in class. . Include personal topics and examples about students in discussing content matters. . Send notes/homework to absent students.

3. Develop a personal relationship with your students. More specifically: . Show students that you accept and care about them. . Pay attention and listen to each of them. . Indicate your mental and physical availability

4. Develop a collaborative relationship with the students' parents. More specifically: . Keep parents regularly informed about their children's progress. . Ask for their assistance in performing certain supportive tasks at home.

The ideal classroom climate . . .

It is easy to tell when the 'pleasant-and-supportive-classroom-atmosphere' is there you can sense it after only a few minutes' stay in the particular class. There is no tension in the air; students are at ease; there are no sharp let alone hostile comments made to ridicule each other. There are no put-downs or sarcasm. Instead, there is mutual trust and respect. No need for anyone to feel anxious or insecure. Scheidecker and Freeman (1999:138) have summarized very expressively the essence of the classroom with a motivational climate for learning: When one watches students enter such a classroom, 'one gets an overwhelming sense that the students shed emotional baggage at the doorway'. This is an 'emotional safe zone'.

5. Create a pleasant and supportive atmosphere in the classroom . Establish a norm of tolerance. . Encourage risk-taking and have mistakes accepted as a natural part of learning. . Bring in and encourage humor. . Encourage learners to personalize the classroom environment according to their taste.

6. Promote the development of group cohesiveness. . Try and promote interaction, cooperation and the sharing of genuine personal information among the learners. . Use ice-breakers at the beginning of a course. . Regularly use small-group tasks where students can mix. . Encourage and if possible organize extracurricular activities and outings. . Try and prevent the emergence of rigid seating patterns. . Include activities that lead to the successful completion of whole-group tasks or involve small-group competition games. . Promote the building of a group legend.

Establishing constructive group norms

Sample set of class rules

For the students: . Let's not be late for class. . Always write your homework. . Once a term you can 'pass', i.e. say that you haven't prepared. . In small group work only the L2 can be used. . If you miss a class, make up for it and ask for the homework.

For the teacher: . The class should be finished on time. . Homework and tests should be marked within a week. . Always give advance notice of a test.

For everybody: . Let's try and listen to each other. . Let's help each other. . Let's respect each other's ideas and values. . It's OK to make mistakes: they are learning points. . Let's not make fun of each other's weaknesses. . We must avoid hurting each other, verbally or physically.