

**TEACHING METHODS OF FOREIGN LANGUAGE AND ITS
RELATION TO MEDICAL SCIENCES**

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Actuality of the problem. Teaching a foreign language for medical specialist means the formation and development of their habits and skills in listening, speaking, reading and writing. There is no opportunity to develop such skills effectively if we do not about ways and methods of teaching in accordance with nowadays demands, important skills and the ways of forming them, the influence of formerly acquired habits on the formation of new ones, and many other necessary factors that modern methods and technologies of language teaching can supply us with. When adopting the practical aims for a higher educational institutions course the following factors are usually taken into consideration: the economic and political conditions of society, the requirements of the state, the general goals of high school education, the nature of the subject and the conditions for instruction. In the foreign language teaching, as well as in teaching of medicine and other subject, general principles are applied and, in their turn, influence and enrich the experience. At different periods, depending on the aims of teaching and earning a foreign language, new methods sprang up.

The aim of the work. The foreign language as a subject differs from other subjects of the medical institution curriculum. Whereas the teaching of special subjects is mostly connected with the imparting of information and facts which the learners are to learn and the teaching of the mother tongue leads to the mastery of the language as a system (which is already used for exchanging thoughts and feelings) so that the listeners will be able to use it more effectively in oral and written language, the teaching of a foreign language should result in the learner's gaining one more code for receiving and conveying information; that is, in acquiring a second language for the same purpose as the native language: to use it as a means of communication. They are of great importance, since oral language, though opportunities for conversation are rare for most of the learners, creates favorable conditions for language learning. Besides, practical aims as they are understood here, correspond to the idea of further education within carefully selected linguistic material will constitute the fundamentals of the subject.

Methods and materials of research. Methods of foreign language teaching is closely related to other sciences such as pedagogics, psychology, physiology, linguistics and some others. At present the nature of the language should also be taken into consideration in determining the aims of language teaching. Learning a living language implies using the language of sounds, that is, speaking. Scientific research gives a more profound insight into the problem. It is not so much the ability to speak that is meant here but rather the oral treatment. A learner who starts studying language will be puzzled by the variety of “methods” he may come across in books and journals and, of course, there are good grounds for this. Some methods touch the aspect of the language upon which attention was focused as in the cases of the grammar method, the lexical method, the phonetic method. Some methods include received their names from the skill which was the main object of teaching. Among these are the translation method (translation), the oral method (oral language). Sometimes the method got its name from the psychology of language learning: in this category the following names occur: the intuitive method, the conscious method, the direct method. All that one can hope to do is to select for comment those methods which have had a long history and have influenced the contemporary methods of foreign language teaching, and live on in them.

The received results and their discussion. While learning the mechanisms of speech it is important to mention that words and rules of combining them are most probably dormant in the kinetic center of the brain. When the ear receives a signal it reaches the brain, its hearing center and then passes to the kinetic center. Thus, if a teacher wants his learners to speak English he must use all the opportunities he has to make them hear and speak it. Furthermore, to master a second language is to acquire another code, another: way of receiving and transmitting information. To create this new code in the most effective way one must take into consideration certain psychological factors.

Effective learning of a foreign language depends to a great extent on the learners’ memory. That is why a teacher must know how he can help his auditory to successfully memorize and retain in memory the language material they learn. Consequently, in teaching a foreign language we should create favourable conditions for involuntary memorizing. which is possible only when learner’s attention is concentrated not on fixing the material in their memory through numerous repetitions, but on solving some mental problems which deal with this material.

Conclusion. Globalization and the great development of international relations in scientific, technical and cultural field affects to all spheres of human activity as

well as to the field of medicine. So the foreign language teaching for medical specialists is a matter of state development significance. In this connection today's methods of teaching of English are expected to achieve good results in own field and scientific investigations. Modern tendency is to apply this principle depending on the language activities to be developed. For developing listening, speaking, reading and writing reading skills the learners need the forms of learning enriched with meaning and usage and each of these aspects with their difficulties and peculiarities.

РАСПРОСТРАНЕННОСТЬ ЗУБОЧЕЛЮСТНЫХ АНОМАЛИИ У ДЕТЕЙ В ЗАВИСИМОСТИ ОТ ВОЗРАСТА

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Актуальность. Распространенность зубочелюстных аномалии их стабильно сохраняется на достаточно высоком уровне и не проявляет тенденции к снижению. В структуре стоматологических заболеваний зубочелюстные аномалии в настоящее время занимают одно из ведущих мест. Однако вопросы по комплексному изучению ортодонтической помощи до сих пор остаются нерешенными. Дискуссионным остается вопрос о целесообразности применения новых комплексных мер профилактики и лечение зубочелюстных аномалий и деформаций зубных рядов детей.

Проведенный литературный анализ позволяет заключить, что на сегодня не изучены медико-социальные аспекты развития зубочелюстных аномалий и деформаций среди указанного контингента населения, не раскрыты вопросы, посвященные частоте этих аномалий.

Цель исследования: изучить частоту встречаемости зубочелюстных аномалий и деформаций у детей в зависимости от возраста.

Материалы и методы исследования. С целью изучения распространенности зубочелюстных аномалий и деформаций были клинически обследованы 160 детей в возрасте от 6 до 18 лет с различным стоматологическим статусом.

Результаты исследования. Как свидетельствуют полученные результаты, в возрасте 6-18 лет распространенность аномалий зубочелюстной системы в