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ТИББИЁТ ИНСТИТУТИДАГИ ТАЛАБАЛАРИНИНГ ИНГЛИЗ ТИЛИНИ УРГАНИШИДА ИЖТИМОЙ ТАРМОҚЛАРНИНГ ТАЪСИРИ

Калит сузлар: ижтимоий тармоқлар, тиббиёт институти, инглиз тили, ёзиш қобилиятлари. психологик хусусиятлари

Мақолада тиббиёт институт талабаларининг инглиз тилини урганишида ижтимоий тармоқлар, айниқса Телеграм мессенжерининг таъсири курсатилган, инглиз тилида суровнома буйича эксперимент ўтказиш масалалари мухракма қилинган.

Buranova D.D., Lutfullaeva H.A.

A ROLE OF SOCIAL NETWORKS ON STUDYING OF ENGLISH LANGUAGE AT THE MEDICAL STUDENTS

Key words: social networks, English language, medical institution, writing skills, psychological characteristics

The article discusses the influence of applying social networks, in particularly messenger Telegram in studying English at medical students, discusses how to organize experiment in the form of inquiry in English and advantages and disadvantages of the given technique.

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TEACHING ENGLISH TO 1 COURSE STUDENTS IN THE MEDICAL INSTITUTE Tashkent Pediatric Medical Institute

At present more and more young people want to start learning a foreign language (mostly English) in the first courses of high schools. In the Republic of Uzbekistan many universities and institutes offer this possibility, some, particularly philological ones, offer programmes only in English. Most often high schools provide the English course for their students as the basic curriculum discipline once a week. How is this tuition in the medical institute? What do the students do during English lessons in medical institute such as Tashkent Pediatric Medical Institute? How should the lesson be motivated?

These and many other issues on teaching English for 1 course students of the medical institute are the purposes of this article.

Introduction

Learning English by students became the quite fashionable trend 20 years ago in the Republic of Uzbekistan and it has been continued to be on that level now its rise since. Many institutes all over the Republic offer the opportunity of second language learning, particularly English in the capital city, Tashkent, there are many institutes also providing French or German languages. However, these are usually philological institutes and they use language immersion as their main teaching method. Other non-linguistic institutes, technical or medical ones, offer the possibility of second language learning with the help of different foreign methods. Such classes are usually held once or twice in a week. The education process itself is

provided by teacher possessing a degree in teaching English as a second language. For successful supply the course at teaching English as a second language to students, is considered the teaching English as natural and native language. Moreover, also psychologists claim (Cai Y.) that it is good to start learning a second language because all the perceptions are stored in the same area of one's brain. However each foreign speech has a different network of neurons, which consequently requires switching among individual networks. Therefore, as a proverb says "The limits of my language mean the limits of my world". In addition to that, it has already been scientifically proven that professionals with knowledge and skills of English language as the second one actually has the strong potential to acquire almost the definite amount of new information, especially when second language learning is concerned. Furthermore, it has been proven that students who learn the second language (compared to those who do not), have more active brain spheres and later have less difficulties in communication and professional activity.

Material and methods

As it has been stated above, the institutes have their programme in a foreign language, nevertheless, most commonly, they run just a few classes in English. Some technical institutes offer these English classes for last lesson, some have them incorporated in their morning programme, which are obviously better since students to be still alert and therefore their attention and concentration become much higher. Students are usually divided into groups according to their level. Moreover, the Research Institute of Education in Europe published Instruction of high quality medical teaching-in-English based on medical education reform trend. This guide suggests the teachers to teach English as following help for students in future profession. In addition, the guide contains 10 rules that should be kept while teaching English, are as follows: 1. ability to understand; 2. exploitation of games and movement; 3. indirect teaching; 4. development of imagination; 5. activation of all senses; 6. changing of activities; 7. reinforcement; 8. individual approach; 9. use of native language; 10. use of positive motivation, activities during English lessons. Besides sample Internet sources, there is a great number of printed teaching material for teachers to use and apply at medical English learning. There are, for example, interactive technologies and computer suppliers that

help intensify the educational process and motivate students to improve their English level. The students also like to see all different kinds of visuals: posters, flashcards, pictures, videos, PPT slides. The best is to combine printed materials with computers and audio-visual suppliers. The students like to be engaged in practical fun activities and exercises on professional themes, and participate in making things like essays or presentations. There are several teaching methods which keep 1st course student's attention and concentration. They are as follows: • method of practical works; • method of monologue and conversation; • method of roleplays. Probably, the most effective method is the method of role games (role plays) because learners remember: 10% of what was read, 20% of what was heard, 30% of what was seen, 50% of what was heard and seen, 70% of what was said, 90% of what was done.

Results and discussion

English classroom activities often include role plays. The teacher tries to control the process at the English lesson and students respond to instructions requiring general knowledge of English language conversation in medicine. This approach can be used for practising and teaching various topics and using them in students' activities give double effect. Moreover, it does not really take much time for the teacher to prepare role plays-based English language activities because this approach requires not only basic language, but also professional medical themes: • Our Institute • Medical Education in GB • Anatomy • Physiology of human organism • Symptoms • Diagnostic tools • At the Chemist. Some of the interactive activities can be graphic organizers. For example, when we talk about the body parts, teachers can use the diagram "fishing bone" for pointing shoulders, knees and toes, or when learning diseases symptoms, students can work "in brain storm" style. For example, the teacher says: "Angina Pectoris!" And all students tell about symptoms of the given disease. When they find out them, they discuss and sharing their opinion.

Conclusion

The teaching English to for the 1 course students in medical institute, undoubtedly, is meaningful if it meets background of English language of each student, and, it is appropriate to his/her level. Moreover, it is successful, if the English teacher has an adequate knowledge of the target

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ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ-ПЕРВОКУРСНИКОВ В МЕДИЦИНСКОМ ВУЗЕ

В статье рассматриваются методы обучения английскому для студентов 1 курса в медицинском вузе, обсуждаются интерактивные и компьютерные технологии. Делается акцент на профессиональную (медицинскую) тематику.

ТИББИЁТИНСТИТУТДА 1 КУРСТАЛАБАЛАРГАИНГЛ ИЗГИ.1ИНИУР1ЛГИ111

Мако л ада тиббиёт институтининг биринчи курс талабалари учуй инглиз тилини укитиш ус- лублари, интерфаол ва компьютер технологияларимухракма килинади. Мух,им профессионал (тиббий) мавзуларга каратилган.

ОБУЧЕНИЕ АКАДЕМИЧЕСКОМУ ПИСЬМУ НА АНГЛИЙСКОМ ЯЗЫКЕ СТУДЕНТОВ МЕДИЦИНСКИХ ВУЗОВ

Цель исследования. Эффективность включения курса «Академическое письмо» в процесс изучения английского языка в медвузе. Успешность данного исследования подтвердить проведением эксперимента по написанию сочинений и эссе.

Материалы и методы. Данное исследование представляет своей целью изучить влияние академического письма на английском языке на успеваемость студентов медвузов. Студенты 1 курса факультета 1 Педиатрия Ташкентского педиатрического медицинского института прослушали курс «Академическое письмо» о планировании и проектирования сочинений на английском языке и им было предложено поучаствовать в экспериментальном написании сочинений.

Результаты. После проведения экспериментального сочинения были оценены сочинения предварительного и заключительного этапов эксперимента.