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NEW WAYS IN ORGANIZATION OF ENGLISH LANGUAGE TEACHING

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МАТЕРИАЛЫ МЕЖДУНАРОДНОЙ ОНЛАЙН НАУЧНО-ПРАКТИЧЕСКОЙ
 КОНФЕРЕНЦИИ ДЕТСКИХ ДЕРМАТОВЕНЕРОЛОГОВ

Purpose of research and actuality

Modern trends and quality of English language learning, the formation of relevant personnel in medical sphere is one of the most urgent problems of the higher medical education system. The prospects for the socio-economic development of the country, the needs of society, and the current achievements in science, culture, technology and technology undoubtedly have an important impact on medical higher education institution in training specialists at a high quality level. In this regard, creating a strong motivational environment in modern universities for the knowledge of English languages, as well as new teaching methods is an important factor in achieving high results in this direction.

In this regard, the issue of radical improvement of higher education to the requirements of reforming and modernizing modern education in all respects, full compliance of personnel with the requirements of the world labor market, is on the agenda. For this reason, the issue of knowledge of foreign languages by specialists in all spheres of economic, social and political development of the country is of particular relevance.

The current organization of research, teaching activities in non-linguistic universities operating in the Republic of Uzbekistan, the development of exchange of experience of the faculty with colleagues in various foreign universities, professionally oriented and innovative study of foreign languages considering the modern requirements in training promotes the formation of theoretical and practical knowledge and Outlook. Here, an important factor is the necessary development of independent thinking and skills from the perspective of a broader study of international practice. Thus, the decree of the President of the Republic of Uzbekistan” on measures for further development of the higher education system “dated April 20, 2017 set goals for” further improvement of the higher education system and establishing close cooperation with leading scientific and educational institutions of the world”. Also, among the priorities for further development of the higher education system were set such tasks as “widespread introduction of advanced technologies and technologies in the field of higher education, active involvement of highly qualified teachers and scientists from foreign partner educational institutions in advanced training courses, organization

of internships for masters, young teachers and researchers of higher educational institutions of the Republic on a systematic basis, retraining and advanced training of the teaching staff”. The need to acquire and translate the latest foreign literature, regularly update the information technology funds, constantly improve the quality and level of professional skills of teachers, professional development and training of teachers and researchers abroad, broad involvement of highly qualified foreign scientists, teachers and specialists in the educational processes of higher educational institutions and centers of retraining and advanced training, training of graduates of higher educational institutions

Therefore, the implementation of these goals and objectives requires not only activity and educational qualifications, but also a comprehensive approach to the level of all current participants in the educational process as a whole. A range of studies related to the development of a new approach to professional-methodical training of specialists takes place and provides teachers willing to work in the new paradigm of education, with a gradual increase in training specialists with the necessary level of foreign language skills tailored to their professional needs. This, in turn, is a flexible but mobile study of a foreign language, with the definition of characteristics of different levels of professional competence and the development of theoretical and practical foundations for the formation of professional and methodological competence based on integration into various areas of development. Stages and models of training a specialist with higher professional education require a special approach, taking into account the realities, requirements and needs of the present.

Research materials and methods

The combination of effective methods, methods and tools of this process from the point of view of modernizing the issues of perfect mastery of a foreign language by a specialist in the non-linguistic sphere implies the development of theoretical and technological foundations for the system organization of methodological techniques and tools that can meet modern requirements and standards for perfect mastery of languages. The main goal here is to create an effective tool for modernizing the process of mastering a foreign language, to ensure the professional skills of teachers in improving the literacy of students in



the field of a foreign language, to organize in the form of a continuous cycle the process of forming new thinking aimed at teaching foreign languages. Taking into account all the opportunities and trends of the current educational process, it is planned to solve the following tasks:

1. Identification of the essence of the process of modernization of professional education in non-linguistic universities and the role of foreign language learning in this area.

2. Development of specific principles and methodology for learning a foreign language in the profession.

3. Step-by-Step introduction of foreign language skills in the practical sphere, adaptation of the methodology with the definition of practical skills.

4. Wide use of effective methods and means of teaching foreign languages in the profession.

5. Creating a new model of a foreign language for non-linguistic higher professional education.

The modern educational system has been developed taking into account the realities, requirements and needs of our time and is being improved taking into account the etiology of professional development and retraining in the field of teaching foreign languages. It is aimed at maintaining the necessary balance between the fundamental essence of scientific knowledge and the ability to apply it in practice to solve a whole range of problems, to form reflexive skills in theoretical and practical activities. Creating and improving the scientific environment in the specialty is also ensuring the productive use of international principles and further professional development. Current education requires the teacher to have a set of professional skills, psychological and pedagogical knowledge in order to effectively study the science of foreign languages, the student needs conscious responsibility, activity, educational qualifications and skills, as well as a healthy psychophysiological situation, and most importantly - educational motivation for productive mastery.

Results and discussion, conclusions

The current stages of political, socio-economic, spiritual and educational development should be determined in accordance with the current requirements of the main set of tasks facing higher professional education. For specialists in this field, mastering a foreign language determines the need for purposeful organization of this activity, methodological and qualitative justification of Executive functions. Some theoretical and practical aspects should be highlighted here:

1. Disclosure of the essence of the interdependence of professional higher education and the

process of modernization, the new style and the role of skill in managing the quality of the educational process in educational institutions.

2. Development of measures aimed at radically updating the level of foreign language proficiency in this area and bringing it to a new quality level.

3. To achieve a responsible approach of teachers to improve their capacity.

4. Extensive use of advanced and effective methods and means of professional development in the process of improving professional literacy in a foreign language.

Summary

The perspective of modernization of the system of continuing professional education is expressed in the effective use of the principles of variability, mobility and adaptability. New approaches and models of education are being developed in connection with the introduction of the unified European higher education in the Bologna process, as well as in ensuring the integration of existing models and training of specialists in the field of foreign language teaching. Modern realities put on the agenda such tasks as the effective formation of professional competence of a teacher, complete successful reform of the education system, and high-quality organization of the educational process based on modern standards. However, in the General system of secondary and higher education, the existing models of language teaching, as well as models of teacher training, programs on methodology and courses aimed at other areas, are not diverse and flexible.

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MODERN APPROACH TO LOCAL TREATMENT OF PSORIASIS IN CHILDREN

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Psoriasis is one of the most common skin diseases of children and is the second most common after atopic dermatitis [2,4,6]. It's specific weight in the structure of children's dermatoses ranges from 1 to 8% [3,7]. In recent years, the problem of psoriasis has become particularly important due to the increase in cases of the disease among children, especially preschool and older children, an increase of complicated forms and torpidity in relation to treatment [4,7,8]. The clinical course of psoriasis in children, in contrast to adults, has its own characteristics. In this regard, it is important to study the features of the clinical course of psoriasis in children, taking into account the age aspect. It is known that in the pathogenesis of psoriasis, a special place is given to the role of heredity, microcirculation disorders, viral, infectious and allergic factors, immune, neuroendocrine, biochemical, metabolic and other disorders [1,3], but none of these causes are generally recognized.

The chronicity and high frequency of psoriasis, especially severe forms that are resistant to therapy, give the problem of this dermatosis an increasing urgency. Despite significant achievements in the study of the nature of psoriasis, the presence of a large arsenal of tools and methods of treatment, this dermatosis, occupies one of the places among skin diseases. [2,5,9]. The problem of psoriasis becomes particularly important due to the increasing incidence of the disease among children. [4,6,8]. Complex therapy of psoriasis, often occupying a leading place in it, is external therapy. Increasing the effectiveness of local treatment requires a differentiated approach and rational use of external medicines and their various forms in order to positively influence the course of the pathological skin process [1, 3,7].

The purpose of this study was to evaluate the effectiveness of Elidel for external use in children with psoriasis.

Materials and methods

The examination of patients was conducted in 2018-2020 on the basis of the department of dermatovenerology in the children's department of the clinic TashPMI. 80 children with psoriasis

aged from 1 to 18 years were under observation, including 44 girls (55%) and 36 boys (45 %). The duration of the disease was from 1 to 8 years. The study of the patients' history data showed that 74 (92.5%) of the examined children fell ill mainly after 3 years. A clinical examination of the pathological process was performed, and the following parameters were determined: prevalence, symmetry, preferential location and nature of rashes in children with psoriasis. When making the diagnosis, diagnostic criteria were used: symptoms of a stearic spot, terminal film, blood dew, and an isomorphic Kebner reaction. Depending on the nature of the psoriatic process, the severity and severity of the process, the stages of the disease were determined: progressive, stationary and regressive. The diagnosis of psoriasis was based on the X revision of the international classification of diseases ICD-10, cipher L 40. Evaluation of clinical features of psoriasis in children of different age groups was performed using the PASI-Psoriasis Area and Severity Index method (Index of the area of psoriatic lesions and severity of the skin process). For clinical monitoring, we used a standardized and reproducible method of evaluating the index, which is generally accepted by dermatologists in Europe.

Treatment was performed in 80 children with psoriasis, aged from 1 year to 18 years; in the age groups from 1-3 years, 3-7 years and 7-18 years according to the standard of treatment offered by the Ministry of Health of the Republic of Uzbekistan. Depending on the therapy, the patients were divided into 2 groups. Group I patients (32) were treated with traditional medication. Patients of this group received antihistamines (suprastin, fencarol, zirtek, loratal, Telfast, etc.) as basic therapy. With severe itching and neurotic reactions, sedatives were prescribed (tinctures of Valerian, motherwort, bromine preparations, sedavit, etc.), as hyposensitizing therapy, calcium preparations were recommended (sodium thiosulfate, calcium gluconate, calcium chloride), as hepatoprotective therapy, hepanorm (lipoic acid) was used. The