



THE ROLE OF TEACHING FOREIGN LANGUAGES AT MEDICAL UNIVERSITIES

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Annotation. *The traits of the teaching medical workers are associated with the need for their constant development in accordance with new trends in the world of medical technologies and scientific discoveries. Meanwhile, medical specialization, like no other, requires not only openness, but also direct practical participation in the international exchange of experience and achievements, from which the conclusion is drawn about the undeniable importance of a foreign (primarily English) language in the preparation of students of medical universities. The aim is to develop an advanced pedagogical system of self-education of future doctors for the implementation of English-language professional communication.*

Key words: *self-education, foreign languages, medical care, scientific activities.*

MATERIALS AND METHODS OF RESEARCH

In the process of research, research-theoretical, scientific-research methods were used. As a **result of the study**, we can argue that the goal of learning English is to master students' general ideas about linguistic phenomena in English, to increase the initial level of foreign language proficiency in order to solve social and communicative problems in the field of professional and scientific activities. It also prepares students situations in their professional communication – such as examining a patient, taking a medical history in English, discussing various issues related to the provision of appropriate medical care. In order to form an effective system of training, retraining and advanced training of medical and pharmaceutical personnel, as well as the development of medical science, it is planned to increase the percentage of educational programs for higher, secondary medical education, as well as for the training of pharmaceutical workers. It also points to the need to optimize the timing of training highly qualified medical personnel in the magistracy and in clinical residency (residency), based on the complexity of mastering a clinical specialty for a period of 1 to 5 years according to international standards. The new 21st century requires a specialist who must possess not only professional knowledge and skills, but also have the ability and readiness for intercultural dialogue. In the era of globalization, intercultural dialogue makes new demands on a professional in mastering professional intercultural competencies. The problem of the formation

of intercultural competence, considered throughout the world as relevant, consists in the preparation of an employee who is ready to “act as a participant in professionally significant situations of intercultural interaction” [2]. With the opening of borders between states, the mobility of people increases, their motivation to learn foreign languages, the desire to establish and develop contacts with foreign countries. In this regard, one of the emerging trends in the world educational paradigm is the promotion of communicative educational disciplines, including foreign languages, as a priority. A medical student, in accordance with the program requirements, must be ready to use a foreign language in his future professional activity. Under these conditions, the goal of learning English is to master students’ general ideas about linguistic phenomena in English, to increase the initial level of foreign language proficiency in order to solve social and communicative problems in the field of professional and scientific activities. It also prepares students situations in their professional communication – such as examining a patient, taking a medical history in English, discussing various issues related to the provision of appropriate medical care. Supreme task is to prepare the future specialist for active creative activity in the constantly developing world of scientific medical research [3].

MATERIALS AND METHODS

In the process of teaching, developing effective ESP courses, educational and methodological complexes, traditional and electronic teaching aids, first of all, it is necessary to take into account situations of real professional communication with patients and colleagues using the “industry lexicon” containing medical terms, professionalism and jargon. The task of mastering various areas of application of professional English by students – future doctors should be solved in accordance with the general modern requirements and the requirements of the State Standard.

THE RESULTS AND DISCUSSION

State educational standards for the training of various specialists in various fields suggest that a graduate of a higher medical educational institution must:

- be familiar with the basic teachings in the field of the humanities and socio-economic sciences, be able to scientifically analyze socially significant problems and processes, be able to use the methods of these sciences in various types of professional and social activities;
- be able to conduct professional medical activities in a foreign language environment;
- have scientific knowledge about a healthy lifestyle; possess the skills and abilities of physical self-improvement;
- be able to organize their work on a scientific basis, master computer methods for collecting, storing and processing information used in the field of their professional activity;

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- to understand the essence and social significance of one's future profession, the main problems of the disciplines that determine the specific area of one's activity, to see their interconnection in an integral system of knowledge;
 - be able to build and use models in the professional field based on a systematic approach to describe and program various phenomena, to carry out their qualitative and quantitative analysis;
 - be methodically and psychologically prepared to change the type and nature of their professional activities, work on interdisciplinary projects.

CONCLUSION

A medical university graduate must have the following general cultural competencies: the ability to communicate in oral and written forms in native and foreign languages to solve the problems of interpersonal and intercultural interaction, the ability to work in a team, the ability to self-organize and self-educate, readiness for professional activities in accordance with regulatory and legal acts of the sphere of education, the ability to use modern methods and technologies of training and diagnostics. The graduate must also be capable of professional self-education, speak a foreign language and apply modern technologies in their future profession.

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