

Integrated Linguo-Subject Learning Foreign Language in a Medical University**Razikova Lola Tuychiyevna**Ph.D. Associate Professor of the Department
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Abstract: Integrated linguistic-subject training is one of the fundamental areas of higher professional education. Some aspects of integrated linguo-subject learning are considered. Examples of an integrated approach to teaching students of the Faculty of Medicine are presented.

Keywords: Integrated linguistic-subject education, professionally oriented skills, foreign language speech skills, learning content, learning principles.



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Introduction

One of the main trends in teaching foreign languages in a non-linguistic higher education institution is integrated linguistic-subject training, in which training and study of special professionally oriented subjects is carried out in a foreign language that students speak. This approach presupposes the existence of an educational environment that imitates situations of real communication and corresponds to the professional interests of students. Improving their foreign language skills, students form a special way of thinking and develop a willingness to perform professional duties.

Linguo-subject training provides for both the professional orientation of the content of educational materials and the professional orientation of activities, including techniques and didactic technologies that form professional skills, while a foreign language is considered not only as an object of study, but also as a means of forming students' professional skills.

The content of teaching a foreign language in integrated linguo-subject learning includes: - areas of communicative activity, topics and situations that reflect the professional orientation of students; - language material, specialty language (terms, professional clichés, rules for

processing medical documents, etc.) - a set of professionally oriented speech skills that can be developed while learning a foreign language; - a system of knowledge of national professional characteristics and realities of the countries of the language being studied.

The professional duties of students in the medical specialty may include the study and compilation of various documents, speeches in the competent authorities, conversations with patients. In the process of work, the doctor is faced with various laws and by-laws, he must be able to interpret and explain all the features of the legislation, defend his point of view and listen to the opinion of opponents, explain the rights and obligations of a citizen who turned to him for medical help. Graduates of a higher educational institution in the specialty "Medicine" must always act in accordance with the law; know laws, by-laws, rationally plan, carry out and correctly evaluate their professional activities and their results; be aware of the need for constant self-education and raising the level of professional competencies; to appreciate and respect the cultural and moral values of their people and the peoples of the world, to respect the opinions of other people; be hardworking and responsible; restrained,

determined and tolerant.

Professional linguistic skills of a doctor include the ability to confirm, object, express doubt, approval, consent; the ability to speak expressively (place logical stresses, find the exact intonation, etc.); speak logically and coherently; speak independently (which is manifested in the ability to choose a speech strategy, develop an independent speech program, speak without relying on a written text, rely on one's own analysis of the problem); speak out without prior preparation; the ability to implement situational norms of addressing and attracting attention; the ability to adequately express the request; express advice, suggestion, reproach, sympathy, wish.

In addition, the doctor must be able to use non-verbal means of communication, such as: paralinguistic means of communication (intonation, pauses, tempo, volume); as well as facial expressions and gestures. The ability to interact with an individual or a group is important. All of the above skills can be developed in practical classes in a foreign language in the course of professional communication and professionally oriented translation. At the same time, both professional skills and foreign language skills are improved.

Integrated linguo-subject learning is implemented in practice on the basis of general pedagogical principles (humanization, accessibility and activity, consistency and consistency, etc.) and linguo-didactic principles (the principle of unity in the formation of communicative and professionally oriented competencies, the principle of functionality, the principle of active speech practice).

In the course of solving problems of integrated linguo-subject learning, the student mobilizes his mental activity, transfers theoretical knowledge of the subject to the area of solving practical problems, then transfers the skills obtained in solving one problem to the next ones, reports information, while simultaneously extracting from memory and updating the necessary lexical units, including special terminology, and grammatical structures,

automatically shaping the finished utterance into an adequate sound form with intonation corresponding to the communicative situation. Thus, the theoretical knowledge of professionally oriented subjects and foreign language skills are combined in the practical experience of students.

Taking into account the close relationship between vocational education and teaching a foreign language in a non-linguistic higher educational institution, one cannot but agree with the opinion of J. Harmer that the quality of teaching a foreign language depends on the quality of vocational education. We believe that the converse statement is also relevant, namely: the quality of vocational education depends on the quality of teaching a foreign language. Therefore, in order to increase the level of professional competencies of the future physician, it is necessary to constantly improve the foreign language skills and communicative competencies of students. To solve this problem, it is necessary to develop and put into practice special tasks that simultaneously develop both professional and foreign language skills of students.

They also develop the skills of foreign language oral speech in the format of a dialogue, a polylogue monologue.

In pedagogical practice, integrated linguistic-subject training can be carried out from the initial stage of vocational education, provided that students have developed linguistic competencies at the B-1 level or higher in accordance with international standards for foreign language proficiency.

In this case, in terms of oral speech, students can "understand the main points of the message on familiar topics related to everyday or professional situations of communication; can exchange information, participate in conversations, express and argue their point of view in situations familiar from everyday and professional communication.

Although first-year students do not have sufficient professional knowledge and skills, it can be assumed that their interest in their future profession will help them cope

with solving professionally oriented problems in a foreign language.

The solution of communicative and problematic tasks, the development and implementation of project tasks in practice contribute to the further development of foreign language skills of oral speech and increase the motivation of future doctors.

Starting from the second year of study, students have a deeper knowledge in the field of law, which creates great opportunities for the implementation of integrated linguistic-subject training in practice and further development of oral speech skills. Moreover, students of the second and third years studying under the program of additional education take part in various student international competitions, conferences, presentations, translation practices, in the presentation of scientific research, in discussions or debates, constantly develop their professionally oriented skills in foreign language oral speech and general colloquial skills.

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