



## DEVELOPMENT TECHNOLOGIES OF MEDICAL STUDENTS` LEXICAL COMPETENCE IN ENGLISH CLASSES

**Rashidova Nodira Habibullayevna**

*EFL teacher of NamSU*

---

**ANNOTATION:** The article describes the main aspects of teaching a foreign language to medical professionals, reveals the importance of forming an active base of special vocabulary for students of medical specialties. The paper emphasizes that in the process of teaching English at a medical university, vocabulary competence is the main means of achieving the goal of the educational process - the development and formation of English-speaking professional competence.

**Keywords:** professional text, English language, English-speaking competence, skills, speech activity.

### INTRODUCTION

*The introduction of professionally oriented English language teaching in higher medical educational institutions is due to the rapid growth of the social order of highly qualified medical specialists who speak English and are ready for international communication and cooperation. The main goal of training is the formation of English-speaking professionally oriented competence among students, in particular, the acquisition of knowledge about the systemic organization of the English language and the patterns of its functioning in the medical field; development of linguistic competence, in particular knowledge of the lexical and grammatical means of the language and the ability to use them in the conditions of professional activity<sup>1</sup>.*

### MATERIALS AND METHODS

The problem of teaching reading was studied by such domestic scientists and methodologists as L.N. Rybakova, A.S. Akbasheva, R.S. Rakhmanaliev, E.L. Nikolaeva, O.A.

---

<sup>1</sup>Verbitsky A.A. Foreign language education in the context of the profession // Vestnik MSLU. Education and pedagogical sciences. Issue. 2 (796) / 2018, pp. 126-141.



Inshakova, M.E. Anikina and others, but the issue of using professional texts in English classes is still insufficiently studied. Despite the fact that professional texts are the backbone of the educational process, the main component of full-time, part-time or distance learning courses, the issue of methodological recommendations for working on a text in the course of independent work or in academic groups remains open. Despite the constant and rapid change of interests, hobbies and preferences of students, there is a need for continuous improvement of methodological recommendations and guidelines for working with a professional text, which determines the relevance of our study.

## **RESULTS AND DISCUSSION**

The selection of educational material is carried out in accordance with the provisions of the Pan-European Recommendations for Language Education, according to which the main strategies for selecting the means of teaching languages include the selection of original texts, taking into account the professional needs of those who study a foreign language<sup>2</sup>.

Taking this into account, the professional text is the main unit of teaching and learning English in the professional field, a source of terminological vocabulary, a means of forming the linguistic, professional and socio-cultural competence of students. The lexical, grammatical and semantic saturation of the text forms the understanding and feeling of the language, develops linguistic and cognitive skills.

In the process of teaching English at a medical university, a professional text is the main means of achieving the goal of the educational process - the development and formation of English-speaking professional competence, which provides for the "imposition" of foreign skills on the subject content of the profession in the course of performing professional tasks.

Given this, it is necessary to combine the processes of forming English-language communicative and professional competencies by means of professional texts, taking into

---

<sup>2</sup>Gizyatova L.A., Plotnikova N.F. Professionally oriented English language training for medical students // Kazan Linguistic Journal, 2019, volume 2, No. 4. 67-73.



account their relevance, accessibility, lexico-grammatical and linguo-stylistic complexity and compliance with the real communicative needs of physicians<sup>3</sup>.

In order to form English-speaking professional competence, it is necessary to develop the skills of oral and written communication, namely, communicative competence, which is realized through the performance of such types of speech activities as speaking, writing, listening and reading the text. However, it should be remembered that the above types of speech activity do not exist in their pure form, but are closely related to each other. With the help of reading, translation, discussion, oral and written analysis, exercises to consolidate the material and translation of a professional text, it is possible to ensure the formation of types of speech activity in practical classes in English in a professional direction. However, in order to effectively perceive and produce information, students need cognitive, semantic, linguistic and phonetic skills. With the help of a professional text, it is possible to ensure the development and training of these skills by identifying, understanding and interpreting the text when reading and organizing, formulating and developing it when translating or translating.

Today, reading as a means of communication has significant practical value. In this regard, the study of English based on reading professional texts should be given more attention. This type of speech activity should be singled out as a dominant component of the study of English in a professional direction, thus preparing students for independent reading, teaching them to read correctly and perceive what they read. This process must occur automatically and subconsciously and provide for a certain level of mastery of the English language, which can only be achieved through continuous and routine training.

At the initial stages of learning, students understand the text only after translation or careful analysis. That is why, before each lesson, the teacher must plan the work with the text, determine the most difficult moments, the main lexical and grammatical features, and prepare a set of exercises to facilitate reading. Given the complexity of the text, analytical reading should be used to ensure the effectiveness of the study of the material.

## **CONCLUSION**

---

<sup>3</sup>Guzova A.V., Savitskaya N.V. Technology for the formation of lexical competence based on authentic texts in the specialty // Pedagogy and education, 2020. - No. 1. pp. 15-24.



Since, when studying English in a professional direction, the original English text is not only a source of information, but also a means for developing oral and written communication skills, in the process of reading it is worth focusing not only on the semantic or informative, but also on the grammatical and lexical comprehension of the text. Considering that the main part of specialized medical texts is medical vocabulary and terminology, it is difficult to understand them without prior preparation during the class or careful analysis when reading on your own at home. Conscious or subconscious lexical and grammatical analysis during reading is reflected in the understanding and perception of information. Lexical, grammatical and stylistic features of the text affect the efficiency of reading a professional English text.

## **REFERENCES**

1. Verbitsky A.A. Foreign language education in the context of the profession // Vestnik MSLU. Education and pedagogical sciences .Issue. 2 (796) / 2018, pp. 126-141.
2. Gizyatova L.A., Plotnikova N.F. Professionally oriented English language training for medical students // Kazan Linguistic Journal, 2019, volume 2, No. 4. 67-73.
3. Guzova A.V., Savitskaya N.V. Technology for the formation of lexical competence based on authentic texts in the specialty // Pedagogy and education, 2020. -No. 1. pp. 15-24.
4. [www.ziyonet.uz](http://www.ziyonet.uz)