



THE IMPORTANCE OF IMPROVING LEXICAL COMPETENCE OF MEDICAL STUDENTS IN THE EFL CLASSROOM

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ABSTRACT

The article describes the importance of improving lexical competence of medical students in the English as a foreign language classroom. The article deals with some issues related to teaching foreign language vocabulary in the medical field at a medical university. In the paper, descriptive and comparative methods analyses have been used.

KEY WORDS: *education, EFL (English as a foreign language), communicative competence, medical students, teaching.*

INTRODUCTION

In modern era of educational sphere, tasks of the university course of a foreign language are determined by the communicative and cognitive needs of specialists. The purpose of the course is the acquisition by students of communicative competence, the level of which at certain stages of language training allows the use of a foreign language practically both in professional activities, and for the purposes of self-education. Decree of the President of the Republic of Uzbekistan "On measures for the further development of the higher education system", aimed at developing the system of continuous education, providing highly qualified personnel for the country's dynamically developing economy, expanding the participation of higher education in the strategically integrated development of all regions and industries. This is another important practical step. In modern conditions, there are serious requirements for the level of training of any specialist. A very important and essential component of this preparation is the knowledge of a foreign language [1].

One of the ways for students to achieve communicative competence is the formation and improvement of language skills, which include the development of lexical skills. Possession of foreign language vocabulary of the professional sphere provides the specialist's ability to dialogue with others, the ability to comprehend and understand what unites him with his partner, allows him to convey his thoughts to the interlocutor, exchange information, and the results of work. It should be noted that there are a number of contradictions in the theory and practice of teaching foreign language vocabulary in the medical field at a medical university:

- Between the need of modern society for the personality of a specialist capable of perception, assimilation and successful use of lexical knowledge and speech skills in the process of improving foreign language communication and an insufficiently developed theoretical basis for the formation

of lexical skills when teaching foreign language vocabulary of the medical sphere to medical students;

- Between the need to create a clearly structured corpus of foreign language lexical units in the medical field, meeting the needs of a future specialist, and the existing practice of teaching foreign language vocabulary in the professional field, which does not take into account interdisciplinary connections;

- Between modern requirements for quality improvement teaching a foreign language as a means of professional communication and an insufficiently developed methodology for teaching foreign language vocabulary in the medical field;

- Between the requirements of the program of the university course of study

a foreign language to the knowledge of a graduate-specialist in a foreign language as a means of intercultural professional communication and an insufficient level of formation of foreign language skills and abilities, necessary for professional communication in a foreign language [6], among graduates of a non-linguistic (medical) university.

LITERATURE REVIEW

The theoretical basis of the study is: the concept of a systematic approach (B.F. Lomov, V.P. Bepalko.); theory of activity in general psychology (L.S. Vygotsky, A.N. Leontiev, S.L. Rubinshtein); theory of speech and foreign language speech activity (N.I. Zhinkin, I.A. Zimnyaya and others); theory of perception, comprehension and understanding in psychology and psycholinguistics (L.S. Vygotsky, A.A. Smirnov, S.L. Rubinstein, A.R. Luria, A.I. Novikov, Yu.A. Sorokin); the concept of a personal-activity approach in training and education (L.S. Vygotsky, A.N. Leontiev, I.A. Zimnyaya); the concept of a communicative approach to teaching a foreign language (I.E. Passov, L.V. Skalkin); the concept of a cognitive approach to teaching a foreign language (T.K. Tsvetkova, A.A. Leontiev, V.A. Artemov, R.K. Minyar-Beloruchev); theoretical foundations for teaching foreign



vocabulary (N.I. Zhinkin, A.N. Sokolov, V.A. Bukhbinder, Yu.N. Gnatkevich, I.V. Rakhmanov); exercise theory (I.L. Bim, I.V. Rakhmanov, E.I. Passov) [2. p.5].

Other researchers believe that the productivity of memorization is determined by the linguistic features of foreign vocabulary. These features are a complex factor, including grammatical meanings, semantics, morphological, phonetic and spelling forms of the word (N.V. Nikolaev, A.A. Zalevskaya) [4]. Speaking about the peculiarities of memorizing foreign-language lexical units of the medical sphere by medical students, one cannot but pay attention to the fact that teaching foreign-language lexical units of the medical sphere is carried out in parallel with teaching Latin-language lexical units [1]. In this regard, memorization and assimilation of foreign-language lexical units of the medical sphere is faster if medical students have already studied the Latin equivalents of these lexical units.

METHODOLOGY

During the study, we have tried to find out the reasons preventing memorization of vocabulary, and questionnaires were developed and proposed to determine main difficulties. The results of the survey led to the following conclusions:

- 1) Based on the opinion of students and teachers, it becomes necessary to clearly identify the lexical units of a foreign language and determine their number necessary for assimilation in the process of studying at a medical university;
- 2) There is a need to systematize the lexical minimum for students, which could meet the requirements of the work program of the discipline and educational standards;
- 3) The main reasons for the insufficient knowledge of lexical material are the low level of basic school training of students and the low motivation of students to learn a foreign language, which may be caused by the monotony of the educational process, as well as the lack of a clear understanding of the requirements for training specialists;
- 4) Increase the motivation of students to learn a foreign language can be facilitated by the introduction into the educational process of a variety of personality-oriented tasks and materials that resonate with the main field of activity of students;
- 5) The results of the survey showed the inability of students to work independently; therefore, one of the tasks that are set before the teacher is teaching students to work independently on foreign language lexical material;
- 6) The main ways to increase the knowledge of the lexical minimum can be the practice of compiling and maintaining individual dictionaries and the development of teaching materials, including various types of classroom and extracurricular exercises.

Considering the entire corpus of lexical units for 1st and 2nd year students of medical specialties, it seems possible to distinguish three main categories for classifying lexical units according to semantic characteristics (comparisons of the words in the English and Karakalpak languages): 1) the structure of the human body (for example, head - bas; eye - ko'z; neck - moyin); 2) internal diseases (for example, gastritis - gastrit; nausea - kewil ayniwi; ulcer - jara); 3) society and

medicine (for example, rehabilitation - ta'wir boliw; ward - palata/bo'lme; supervise - ku'zetiwi). Within the first broad category "Structure of the human body", we consider it appropriate to single out narrower sections, which in turn can also be divided into even more differentiated lists of lexical units, for example: 1) parts of the body, for example: thumb - bas barmaq (hands); neck - moyin; jaw - jaq; 2) cells: a) structure, for example: membrane - qabiq; nucleus - yadro; b) functions, for example: production - islep shig'ariw; synthesis - sintez; diffuse - tarqatiw. 3) fabrics: a) structure, for example: bundle - tu'yin; fiber - talshiq; b) functions, for example: sense - seziw, reception - qabil etiw; regenerate - qayta tikleniw.

Taking into consideration of solution to the problem of effective accumulation of the lexical minimum requires its psychological substantiation. Therefore, this issue must be considered, taking into account the general psychological features of memorizing the lexical units of a foreign language. As it is known, effective memorization and reproduction by a person of this or that material is associated with the forms of memory. According to the nature of the participation of the will in the processes of memorization and reproduction of material, memory is divided into involuntary and arbitrary. In the first case, students mean such memorization and reproduction, which occurs automatically and without much effort on the part of a person, without setting a special mnemonic task (for memorization, recognition, preservation or reproduction). In the second case, such a task is necessarily present, and the process of memorization or reproduction itself requires volitional efforts.

CONCLUSION

Thus, learning activity from the point of view of memory is the ratio of the arbitrariness of efforts to memorize the material, the conscious focus on memorizing the material and the involuntary assimilation of information in the course of a consistent and deep understanding of the educational material. Thus, it is remembered - as it is realized - first of all, what constitutes the goal of the subject's action. Therefore, if the given material is included in the target content of the given action, it can be involuntarily remembered better than if, in case of voluntary memorization, the goal is shifted to the memorization itself. But what is not included in the target content of the action, during which involuntary memorization takes place, is remembered worse than with voluntary memorization aimed specifically at this material. Everything depends primarily on how the subject's action is organized and directed, during which memorization is performed. Therefore, unintentional, involuntary memorization may not be a matter of chance as it can be regulated indirectly, indirectly. Thus, in the pedagogical plan, the most important task arises - to organize the learning process so that students remember the essential material even when they work with this material, and not just memorize it. The patterns of memory activity described above are also reflected in the memorization of lexical units of a foreign language.



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