



## DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN THE SYSTEM OF TEACHING FOREIGN LANGUAGE SPEECH ACTIVITIES TO STUDENTS OF MEDICAL UNIVERSITIES

Journal Website:  
<https://masterjournals.com/index.php/crjps>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Submission Date: May 04, 2024, Accepted Date: May 09, 2024,

Published Date: May 14, 2024

Crossref doi: <https://doi.org/10.37547/philological-crjps-05-05-04>

**Abdullaeva R.M.**

Doctor Of Pedagogical Sciences, Professor Of The Department Of Pedagogy, Psychology, And Languages At The Tashkent Medical Academy, Uzbekistan

### ABSTRACT

The article discusses the principle of developing communicative competence in medical university students through information technologies and Internet resources.

### KEYWORDS

Communicative competence, communicative-cognitive skills, innovative technologies in education, computer programs (educational, training, monitoring)

### INTRODUCTION

Knowledge of a foreign language (especially English) makes a specialist in any field more competitive in the job market. The educational role of a foreign language is associated with the opportunity to access information sources, which is practically unavailable without knowledge of the language, with expanding general and professional horizons, with mastering the skill of communicating with foreign colleagues, and with improving speech culture. The educational potential is realized in the readiness to facilitate

the establishment of intercultural connections and to understand the spiritual values of other peoples.

Currently, with the emergence of new carriers of international information and methods of its processing, specialists in various fields are required to optimize, according to economic and energy indicators, the balance between domestic and foreign information flows.

Tasks of this type form the basis for the development of foreign language speech



activities of graduates from any non-linguistic higher education institution, including the Tashkent Medical Academy.

From this it follows that a priority direction of the education improvement system is currently linked to the development of theoretical and methodological foundations for designing teaching technologies that ensure comprehensive development of foreign language communicative skills and abilities in students, as well as their capacity for fast and high-quality processing of foreign language information using effective methods and tools.

All this contributes to the cultivation of new personal qualities, active life stances, rational attitudes towards the surrounding world, and the development of both communicative competence and professional thinking and worldview of the students.

The main task of modern education is not only to provide a broad education but also to encourage the personality of the future general practitioner to independently acquire knowledge, to continually strive to delve deeper into the field of knowledge, and to form stable cognitive motives for learning, the primary of which is cognitive interest.

As the analysis of the pedagogical practice of foreign language teachers in medical educational institutions shows, the majority of them (74%) insufficiently utilize the educational potential of the teaching process to develop communicative competence in students. Furthermore, the analysis revealed that the rich pedagogical potential of foreign language tools in developing

students' communicative competence has not yet been fully realized in the educational activities of universities.

The survey conducted during the research showed that over 90% of students are focused on improving their communicative competence level through studying a foreign language. However, about 47% noted that they do not fully have such an opportunity within the context of a medical university.

Additionally, about 53% of future doctors cite the insufficient amount of time allocated to studying foreign languages as the main reason for this discrepancy, while 38% of the students expressed a desire to expand the professional component of foreign language curricula.

In higher education institutions, a preference is given to active learning methods, which aim to develop independence, flexibility, and critical thinking in students.

In line with modern educational trends, foreign language teachers aim to develop students' communicative competence. To achieve this goal, various techniques are employed, including student-centered learning technology, pedagogical technology of communicative reciprocal teaching, technology for teaching speaking within the framework of communicative education, and the project method in foreign language classes.

In the development of the theory and methodology of teaching foreign languages to medical professionals, it is becoming increasingly clear that their foreign language speech training is not only a condition for mastering the profession



but also one of the fundamental components of communicative competence itself.

Methodologists working with medical professionals consider it essential and obligatory to distinguish between the language of communication and the metalanguage, which is used for professional training. At the initial stage of training, the language of communication dominates, which gradually introduces the learner to the metalanguage of communication.

This sequence of instruction is dictated by the fact that communicative competence is an open-type phenomenon, continuously enriched as one progresses in professional development. In practice, training in foreign language speech activities is often limited to formulas and clichés that meet basic everyday needs. Later, this approach leads to the necessity of continually turning to the skills of foreign language speech communication in order to enrich the initial communicative skills with the national specifics of the language being studied.

The analysis of such didactic material leads to the conclusion that linguocultural knowledge underpins the programmed increments of foreign language speech skills. Equipping educational institutions with computers enables the active implementation of computer programs in foreign language teaching. Practice shows that these have certain advantages over traditional teaching methods.

Computer programs provide greater information capacity, intensify the independent work of each student, create communicative situations that are personally significant for each

individual, enhance students' cognitive activity, and also strengthen motivation.

Innovative technologies in education primarily refer to information and communication technologies, which are intrinsically linked to the application of computerized learning. The key issues in using innovative technologies are the structure of educational computer programs, their content, and the optimal organization of Web space.

Modern computer tools allow for the creation of new computer programs, including educational, training, and monitoring types. Such programs are developed for specific educational purposes and are widely used in independent and homework processes when studying a foreign language. Independent material processing with the use of a computer provides: 1) a free mode of operation, 2) unlimited working time, 3) elimination of subjective factors, 4) maximum support in mastering a foreign language. Computer-based monitoring tools enhance the efficiency of independent work and the promptness of obtaining results.

Based on the above, it should be noted that computer-based learning does not violate the basic principles of the educational process but opens real prospects for improving the organization of the learning process.

A significant issue in modern education is the development of methodologies for computer-assisted foreign language learning, aimed at enhancing the effectiveness of the educational process through the use of information



technologies. To achieve this goal, the following tasks need to be addressed:

- Analyze the experience of using new information technologies and software in foreign language instruction;
- Propose new models of distance learning for foreign languages;
- Employ digital educational resources in the system and test innovative forms of instruction to optimize the educational process.

During the process of learning a foreign language, a variety of digital educational resources are used, such as Power Point presentations, online tests, educational software, electronic textbooks, and educational internet resources, which motivate and aim students towards successful outcomes.

The advantages of using information technology over traditional methods are expressed in the combination of audio and visual clarity; the use of an interactive, multimedia board for presentations, which allows for a more vivid presentation and activation of lexical-grammatical and phonetic material; the possibility of using diagrams, graphs, charts, and tables as handouts; ensuring the effectiveness of perception and memorization of educational material; and saving educational time.

Internet technologies play a positive role in the formation of foreign language communicative competence in medical students. Internet resources should be aimed at the comprehensive development of the following elements:

- Communicative competence (linguistic, sociolinguistic, sociocultural, educational-cognitive components);

- Communicative-cognitive skills – (searching, selecting, summarizing, classifying, analyzing, synthesizing information);
- Communication skills – (presenting, discussing results of working with Internet resources);
- Skills to use Internet resources to familiarize with the history and culture of various countries and peoples in the spirit of tolerance, as well as to act as a representative of one's native language and culture.

All educational Internet resources are aimed at searching, selecting, and classifying information, creating favorable conditions for individual, group, and frontal work with students possessing different levels of communicative competence to realize their intellectual potential. The use of multimedia and Internet resources in foreign language education is a necessary condition for the modernization of education, which contributes to the successful formation of communicative and informational competence among students, leading to increased effectiveness in foreign language learning.

The inclusion of modern multimedia tools in the innovative educational process enhances the quality of education; however, the level of informatization of educational activities is not sufficiently high. In the process of developing the education system, this problem is addressed through a national education program.

All the methods described above can be summarized under one title: "The best way to learn communication is through communication." Yet, despite many similarities, it is impossible not



to notice the differentiation in methods, techniques, and content of foreign language education, depending on the goals and planned proficiency levels, the characteristics of the student body, and the conditions of education. From this differentiation arise the specific features of English language teaching methodologies.

Studying a foreign language provides students with significant advantages, opening new prospects within the expansion of international communication boundaries and enhancing their intellectual and cognitive potential. As a "business card" of the modern individual, a foreign language offers real opportunities when securing a promising job and contributes to the successful development of the personality as a whole.

The use of innovative forms of education, as opposed to traditional methods, places the student in the main role on the path to knowledge acquisition, where the teacher acts as an active assistant, organizing and stimulating educational activity.

## REFERENCES

1. Belkova, M.M. Information Computer Technologies in English Language Lessons / M.M. Belkova - Moscow: Exam, 2008. - pp. 73–75.
2. Solova, E.M. Issues of Theory and Practice in English Language. - Moscow, 2002.
3. Polat, E.S. Project Method in Foreign Language Lessons // Foreign Languages. - 2000. - No. 2. - No. 3. - p. 41.
4. Repina, E.V. Use of Computer Gaming Programs for Teaching English. / E.V. Repina – Moscow: First September. English Language, 2009, No. 6, pp. 5–8.
5. Turkina, N.V. Project Work in Teaching English // Foreign Languages. - 2002. - No. 3. - p. 46.
6. Abdullaeva R.M. Computer technologies as a means of organizing independent work ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 12 Issue: 03 in March-2023  
<https://www.gejournal.net/index.php/IJSSIR>
7. Abdullaeva R.M. Formation of the pedagogical process in teaching Russian medical terminology. ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 12 Issue: 03 in March-2023  
<https://www.gejournal.net/index.php/IJSSIR>
8. Abdullaeva R.M. Коммуникационные Технологии Языкового Обучения В Медицинском Вузе Central Asian Journal of Medical and natural sciences Volume: 03 Issue: 06 | Nov-Dec 2022 ISSN: 2660-4159  
<https://cajmns.centralasianstudies.org/index.php/CAJMNS/article/view/1175>
9. Abdullaeva R.M. Интеграция С Клиническими Дисциплинами В Медицинском Вузе При Обучении Русскому Языку Специальности Central Asian Journal of Medical and natural sciences Volume: 03 Issue: 06 | Nov-Dec 2022 ISSN: 2660-4159  
<https://cajmns.centralasianstudies.org/index.php/CAJMNS/article/view/1174>
10. Abdullaeva R.M. Коммуникационные Технологии Языкового Обучения В



Медицинском Вузе Central Asian Journal of  
Medical and natural sciences

11. Volume: 03 Issue: 06 | Nov-Dec 2022 ISSN:  
2660-4159  
[https://cajmns.centralasianstudies.org/index.p  
hp/CAJMNS/article/view/1175](https://cajmns.centralasianstudies.org/index.php/CAJMNS/article/view/1175)

