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CHARACTERISTICS OF THE METHODOLOGY OF TEACHING ENGLISH IN UNIVERSITIES

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Nowadays, much attention is paid to the study of a foreign language. A modern specialist must be fluent in everyday speech and business language of the specialty for active use, both in everyday life and in professional activity. According to the state educational standard, in English classes, students get acquainted with the basics of business English, the necessary professional vocabulary, read texts, and develop dialogic and monologic speech.

Currently, the flow of medical scientific and technical information has significantly increased; international programs improving the health system has implemented. Doctors, as well as students of medical educational institutions, are taking more and more part in international scientific meetings, master classes and programs for the exchange of experience and training of specialists.

Features of the methodology of teaching English in universities are determined by the factor that students from different schools of the city and regions with a very different level of learning English come to our educational institution. New generation textbooks and gadgets are used, allowing the teacher to work creatively using innovative technologies.

Main characteristics of the course:

- wide and varied communications due to the content of speech material (texts for reading and listening, topics and problems of discussions, types of tasks, widespread using of design methods);
- multilevel, as the course involves the mastery of both linguistic and speech aspects of communication, as well as the formation of students' personal attitude to the problems discussed;
- multifunctionality, since the English language acts both as the goal of learning and as a means of implementing a variety of activities (for example, design);
- focus on the formation of students with a holistic picture of the world;
- focus on the formation of personality and its social adaptation to the conditions of an ever-changing multicultural and multilingual world.

The English course is intended for students who want to learn how to work independently with colleagues on issues of scientific and practical work, as well as directly with patients.

The program provides for the improvement of students' language competence, the development and activation of terminology in the main areas of medicine, familiarization with the basics and the specifics of the profession, of a mid-level medical worker, and the formation of a respectful attitude to it.

The course of this discipline is based on the integration of knowledge of the English language and medicine. Each section includes a brief historical overview of this discipline, texts that give an idea of the level and significance of this science today, information on major scientific discoveries, and the contribution of scientists to the scientific process. Audio texts allow you to gain listening skills necessary for understanding both scientific reports and colloquial speech. Having mastered this material, students will be able to conduct discussions, make presentations, write reports and letters, articles, essays.

To improve the quality of training of specialists, non-traditional forms of conducting training sessions are used: competitions, binary classes, role-playing games, theme nights, olympiads, conferences on an interdisciplinary basis.

The game form of the lesson provides a comprehensive use of the knowledge of the subject of professional activity that students have; improving their foreign language speech; more complete mastery of a foreign language as a means of professional communication and a subject of study.

Such classes arouse professional interest among students, expand their horizons of knowledge, develop the cognitive independence of the student, turning him into an active participation in the educational process. Such classes allow students to become popular, highly qualified specialists in their spheres.

At the initial stage of learning, when repeating the themes of the school curriculum, students are invited to make oral statements about their apartment (house), family, friends, favorite activities, and plans for the future. It allows you to get an idea of the student's personality and, based on these data, establish individual contact with each student and develop his educational motivation in the future.

To increase motivation for learning English, a bonus system for assessing students' knowledge is applied, for example, during lexical dictations, it is allowed to write two answer options (from two tasks), for additional correct answers additional points are set, which are calculated and given to students when evaluating the results of working with notes (!, !!!). These additional points may be used in evaluating other types of work. As a result, the student's grade is higher.

When choosing topics, the professional interests of students, interest in scientific activities related to medicine in the countries of the studied language are taken into account. The topics proposed are: "Scientific discoveries in the field of medicine in English-speaking countries" (growing organs from a stem cell, organ transplantation, cloning, creating new methods of

treatment, medical equipment, improving the quality of life, increasing life expectancy, etc.).

Of the respondents, 87% of students say they are happy to learn English. Educational motivation is formed in 91% of students, which indicates their understanding of the importance of the subject in English and their intention to use this knowledge in their professional activities.

Learning a professional foreign language is the result of the great personal work of each student. Mastering the English language at a medical college contributes to the development of important professional qualities: patience, ability to overcome difficulties, accuracy, independence. And all these qualities are simply necessary for future medical workers.