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MODERN METHODS OF INCREASING THE KNOWLEDGE OF FOREIGN STUDENTS IN THE PROCESS OF MEDICAL EDUCATION

Resume: Cultural information offered to students of non-linguistic universities is not sufficiently integrated into the learning process. There is a gap between the theoretical knowledge that students receive and the practical skills and intercultural communication skills that they need in their future professional activities.

To achieve mutual understanding, it is necessary to obtain not only a certain body of knowledge, but also to develop a system of skills and abilities, which are called general cultural competencies. This term refers to the level of interpersonal communication that a foreign citizen needs to function successfully in society.

Key words: intercultural competence, foreign student, medical institute, education.

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СОВРЕМЕННЫЕ МЕТОДЫ ПОВЫШЕНИЯ ЗНАНИЙ ИНОСТРАННЫХ СТУДЕНТОВ В ПРОЦЕССЕ МЕДИЦИНСКОГО ОБРАЗОВАНИЯ

Резюме: Культурологическая информация, предлагаемая студентам неязыковых вузов, недостаточно интегрирована в процесс обучения.

Существует разрыв между теоретическими знаниями, которые получают учащиеся, и практическими навыками, и умениями межкультурного общения, которые необходимы им в будущей профессиональной деятельности.

Для достижения взаимопонимания необходимо получить не только определенную совокупность знаний, но и выработать систему навыков и умений, которые получили название общекультурные компетенции. Этот термин обозначает уровень формирования межличностного общения, который требуется иностранному гражданину для успешного функционирования в обществе.

Ключевые слова: межкультурная компетенция, иностранный студент, медицинский институт, обучения.

Relevance. The relevance of the problem under consideration is due to the changes taking place in the world in the field of education. The purpose of education is not just knowledge, skills, and the formation of "key competencies"[1], which must be mastered for the socialization of a person, for his "productive adaptation" to this world. In the modern dictionary of foreign words we read: "Competence translated from Latin *competentia* means a range of issues in which a person is knowledgeable, has knowledge and experience" [2].

The linguodidactic encyclopedic dictionary interprets this concept as "a set of knowledge, skills, and abilities formed in the process of teaching a particular discipline, as well as the ability to perform any activity based on acquired knowledge, skills, and abilities" [3].

Based on these conclusions, the author offers the following definition: "competence is the content of education, which, being assimilated by students, forms their competence in any field of activity" [5]. As we can see, there is no single interpretation of this concept, therefore we will assume that "the content

of education", "norm", "range of issues" are acquired knowledge necessary for a person to show his abilities in a particular situation.

The question of the types of competencies is also ambiguous. According to the list of five key competencies adopted by the Council of Europe, the personality standard should include the following:

1) political and social competencies related to the ability to take responsibility in decision-making, to participate in non-violent conflict resolution;

2) competencies that allow living in a multicultural society, contributing to understanding and willingness to live in a good neighborhood with other cultures, "education should "equip" young people with intercultural competencies, such as acceptance of differences, respect for others and the ability to live with people of other cultures, languages and religions";

3) competencies involving oral and written communication, proficiency in several foreign languages;

4) competencies related to the informatization of society, involving the possession of new technologies, understanding of their application, critical attitude to the disseminated information;

5) the ability to continuous learning both professionally and socially [1].

The possession of intercultural competence is one of the basic competencies of a modern specialist. What is meant by intercultural competence? S.E. Tsvetkova, analyzing this concept, writes that in "domestic studies on the problem of intercultural competence, the latter is defined as the ability of members of a certain cultural community to achieve understanding in the process of interaction with representatives of another culture using compensatory strategies to prevent conflicts of "one's own" and "someone else's" and to create a new intercultural communicative community during interaction." G.V. Elizarova considers intercultural competence as an integral part of foreign language communicative competence, but with some "additional

components based on taking into account the projection of culture on the sphere of communication" [6]. This means that it is impossible to achieve mutual understanding in the process of communication without taking into account the ethical norms and rules adopted by native speakers.

Intercultural competence, according to M.G. Evdokimova, "consists in the ability to take into account intercultural differences in the process of foreign language communication" and is formed by "a set of intercultural aspects of the content of foreign language communicative competence" [6].

The goal of the formation of intercultural competence is designated by G.V. Elizarova as "achieving such a quality of a linguistic personality that will allow her to go beyond her own culture and acquire the qualities of a mediator of cultures without losing her own cultural identity" [6].

The analysis of pedagogical research devoted to the problem of the formation of intercultural competence allows us to conclude that this problem is in the center of attention. A detailed list of works devoted to this problem is presented by Plekhanova M.V. [7] Among them you can see works devoted to the formation of intercultural competence based on a foreign language text (O.V. Syromyasov), the formation of intercultural competence of students in the process of teaching foreign language communication, the formation of intercultural competence based on the use of authentic video materials when teaching foreign language communication to medical university students, the formation of intercultural competence based on authentic texts (Swedish as a second foreign language), the formation of intercultural competence when teaching a foreign language in language courses (based on the French language, initial stage) and others.

The formation of intercultural competence of foreign students in the process of learning the Russian language will be possible and effective if texts of national themes are one of the main components of the teaching content. The purpose of these texts is not only to get acquainted with someone else's socio-

cultural environment, its customs, traditions, rules of behavior, but, above all, to realize and accept the values of another culture in comparison with the values of their own culture, to form the ability to see differences, understand and accept them, try to find common ground.

A foreign student, getting into a foreign environment, encountering foreign native speakers, representatives of another culture, while he himself is a native speaker of a language and culture native to him, close and beloved. When we get into a foreign city, country, in other words, into a non-native socio-cultural environment, we keenly perceive "our own", native and show special interest in this, enthusiastically sharing it with "strangers". Talking about "our own", we want to know "someone else's".

It is this method of presenting the material that we propose to take as a basis for teaching foreign students the Russian language. The main component of the training should be texts of national themes, allowing to mitigate cultural barriers in the process of intercultural interaction, to increase the motivation of learning. Russian Russian expressiveness Fan Godong, in his study of the problems of teaching Chinese students the expressiveness of Russian speech, confirms the idea of increasing the motivation of foreign students "to a deeper knowledge of the linguistic units of the Russian language and their communicative capabilities, to penetrate into the zone that is accessible only to native speakers" [8] when using the "reverse vector" texts of regional studies.

The purpose of the study. To develop, theoretically substantiate a model of the formation of the MCC of students in the process of teaching a foreign language at a medical university and experimentally test its effectiveness.

Research methods. Analysis of pedagogical, psychological, philosophical, linguistic and cultural literature; pedagogical modeling; study and generalization of pedagogical experience, analysis of one's own pedagogical activity; ascertaining and forming experiment; pedagogical testing; observation;

questionnaire; conversation; methods of quantitative analysis and statistical processing of the data obtained: % - Pearson criterion.

Experimental research base: Andijan State Medical Institute. The study covered 200 students of 1-2 courses.

The results of the study. The basis of experimental work on the formation of intercultural competence of medical university students in the process of teaching a foreign language was the technology of implementing the model presented in the first chapter of the dissertation. According to the model, the technology included four stages, at each of which the competencies forming the MCC were formed: linguistic, country studies, value-semantic, communicative.

All competencies are formed simultaneously in a holistic pedagogical process. However, at each stage we had the opportunity to pay special attention to the formation of one of them.

In the course of the practical part of the study, the need to comply with pedagogical conditions that make it possible to effectively implement a model of the pedagogical process aimed at forming the main components of the MCC in the process of teaching a foreign language was confirmed. At each stage of training, it is necessary to comply with the entire set of these conditions. However, the relative importance of one or another condition may increase at certain stages.

The effectiveness of the technology for the formation of the MCC of students in the process of studying at a medical university has been tested experimentally. The results of pedagogical diagnostics indicate that all students who studied in experimental groups significantly increased the level of formation of all competencies forming the MCC.

According to the results of the study, we obtained data that the EG compared to the KG at a high level has indicators higher by 12%, at an average

level — by 1%. The low level of MCC formation in the experimental groups compared to the control groups is less by 13%.

The use of technology has allowed to increase the interest of students in further study of the French language for effective intercultural communication. Students have also increased their interest in their native 128 language. In the process of studying, students have significantly expanded their intercultural horizons, which is an undoubted advantage of the presented model and technology compared to the traditional system of teaching a foreign language at a medical university.

The noted changes in indicators indicate the effectiveness of the model of the formation of the MCC of students in the process of learning in the experimental group. This is confirmed by the statistical reliability of the differences established by comparing the results of the final diagnosis using the Pearson χ^2 test. The empirical value of the criterion will be equal to: $\chi^2 = 1.2$ ($p < 0.05$) with the degree of freedom $\nu = 2$.

Conclusion. In our case, the texts of national subjects (not country studies), already placed in the textbook, will become part of the model of the formation of intercultural competence of foreign students. The developed system of exercises will help to master the lexical, grammatical, speech material of texts. The material will be consolidated by entering the environment of the language being studied for direct contact with native speakers. The developed system of tests (listening, reading, speaking, vocabulary and grammar) will be the control.

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