

**PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PROFESSIONAL
FOREIGN LANGUAGE COMPETENCIES OF MEDICAL EDUCATION STUDENTS
ON THE BASIS OF A DIAGNOSTIC APPROACH**

Tuychibayeva Maftuna Baxodirovna

Doctoral student of Fergana medical institute of public health.

Mavlonova Shaxzoda Turgunovna

*Senior lecturer at the Department of "Exact and Natural Sciences" of the Correspondence
Department of Fergana State University*

Annotation: In modern education, a rethinking of the problems of controlling the learning of a professional foreign language by students of medical education is of particular importance both in educational practice and methodically in connection with the fundamental changes determined by life itself. Today we witness that the study of foreign languages in our country is really becoming a requirement of the times. The number of medical education students studying professional foreign languages is increasing day by day, and these skills are widely used in practical activities. The restoration of intercultural relations and an increase in interest in the intellectual wealth accumulated by mankind make a foreign language not only an interesting science, but also a necessary tool for cultural dialogue, the implementation of joint scientific and technical projects with other foreign countries.

Keywords: interpersonal and business relations, professional foreign language competence, diagnostic approach,

Аннотация: В современном образовании переосмысление проблем контроля за изучением профессионального иностранного языка студентами медицинского образования имеет особое значение как в образовательной практике, так и методически в связи с фундаментальными изменениями, определяемыми самой жизнью. Сегодня мы являемся свидетелями того, что изучение иностранных языков в нашей стране действительно становится требованием времени. Число студентов медицинских вузов, изучающих профессиональные иностранные языки, растет день ото дня, и эти навыки широко используются в практической деятельности. Восстановление межкультурных связей и повышение интереса к интеллектуальному богатству, накопленному человечеством, делают иностранный язык не только интересной наукой, но и необходимым инструментом для диалога культур, реализации совместных научно-технических проектов с другими зарубежными странами.

Ключевые слова: межличностные и деловые отношения, профессиональная иноязычная компетентность, диагностический подход.

Annotatsiya: Zamonaviy ta'limda tibbiy ta'lim talabalari tomonidan kasbiy chet tilini o'rganishni nazorat qilish muammolarini qayta ko'rib chiqish o'quv amaliyotida ham, hayotning o'zi

tomonidan belgilanadigan tub o'zgarishlar bilan bog'liq holda ham alohida ahamiyatga ega. Bugun mamlakatimizda chet tillarini o'rganish haqiqatan ham zamon talabiga aylanib borayotganiga guvoh bo'lmoqdamiz. Kasbiy chet tillarini o'rganayotgan tibbiy ta'lim talabalari soni kundan-kunga ortib bormoqda va bu ko'nikmalar amaliy faoliyatda keng qo'llanilmoqda. Madaniyatlararo munosabatlarni tiklash va insoniyat tomonidan to'plangan intellektual boylikka qiziqishning ortishi chet tilini nafaqat qiziqarli fanga, balki madaniy muloqot, boshqa xorijiy davlatlar bilan qo'shma ilmiy-texnik loyihalarni amalga oshirish uchun zarur vositaga aylantiradi.

Kalit so'zlar:shaxslararo va ishbilarmonlik munosabatlari, professional chet tili kompetentsiyasi, diagnostik yondashuv.

Nowadays, there is an increasing need for specialists who can conduct a conversation in a foreign language, as well as work with modern medical equipment, along with scientific literature in a foreign language. This contributes to a significant change in the practice of teaching professional foreign languages, where in a communicative approach, students learn to communicate in the language they are learning from the first session.

The development of a professional foreign language of students of medical education plays an important role in improving the quality of education, making diagnostics of the student's learning range. This is because, unlike the general concept of diagnostics, pedagogical diagnostics performs the functions of assessment and forecasting. Its object is the educational process, all its elements, as well as the level of formation of knowledge, skills and professional qualities obtained as a result of the process of teaching and educating students. A distinctive feature of pedagogical diagnostics is its systematic and joint work in the process of its current, intermediate and final controls.

The leading goal-setting function of the activity of a foreign language teacher is a communicative and educational pedagogical one, the teacher should be aware of the specifics of methodological tasks arising during the lessons of a non-native language, and possess the methodology for their resolution^[1].

To solve problems during the lessons, tasks related to the practical knowledge of foreign languages, for example, "the task of forming lexical, auditory-pronouncing and grammatical skills (active and receptive) and the task of developing the skills of dialogue and monologue speech, listening, reading and writing; tasks related to the development of interest and positive motives for learning a foreign language, teaching students rational methods of educational work, tasks of ideological, moral and labour education of students by means of the studied foreign language" ^[2].

The socio-economic and political changes taking place in our country in the context of globalization are making new demands on graduates of medical education for the level of professional foreign language training. Here, knowledge of a professional foreign language plays

¹ Belikova V. B. Pedagogical diagnostics of interpersonal relations in the study group of cadets: abstract of the dissertation for the degree of Candidate of Pedagogical Sciences: spec.: 13.00.01 / V. V. Belikova; Russian State Pedagogical University named after A. I. Herzen; scientific supervisor O.Yu. Efremov. - Saint Petersburg Petersburg - 22 p.

² Anvarov, A. U., & Kostiouchkina, O. M. (2023). Psychological and pedagogical bases of professional training of specialists in a foreign language. MITSO.

a very important role in the future activities of a future doctor in situations where it is important to familiarize himself with the news that is happening in the world in his field, consult with colleagues in foreign countries with important issues, and speak a professional foreign language with foreign patients.

As pedagogue V.S.Avanesov noted, pedagogical diagnostics is understood as a system of specific activities of teachers and educational teams aimed at determining the features of interest for measuring the education and upbringing of a student.^[3] Also, V.I. Zagvyazinsky notes that pedagogical Diagnostics is " the process and methods of studying, developing the level of development of the student's personal qualities, communicating with other individuals, identifying the difficulties that arise in the acquisition of a future profession, as well as the effectiveness of the functioning and development of psychological systems, technologies, techniques, pedagogical projects."^[4] A.V.Barabanshikov argued that pedagogical diagnostics is "an accurate study and analysis of the educational process that allows us to search for ways to optimize the learning and training of students and improve the personality and performance of teachers."^[5].

A distinctive feature of the pedagogical diagnostics of the process of teaching medical education students a professional foreign language is its interdisciplinary and control-evaluation feature. Also, pedagogical diagnostics of the educational process makes it possible for students of medical education to regularly and effectively monitor the quality of teaching foreign languages; save training time, which is spent on checking and assessing the knowledge and skills of many students; objectivity and reliability of information about the quality of professional foreign language competence of students of medical education; professional is the automation of routine processes for monitoring and evaluating the quality of teaching foreign languages. Pedagogical diagnostics not only collects information about the state of the process of teaching a professional foreign language for students of medical education, but also provides information about the main parameters and optimal functioning of this process. The identification of inconsistencies in the state of the educational process determines the correct choice of pedagogical diagnostic tools.

The main purpose of the content and content of the pedagogical diagnostics of the process of teaching a foreign language to students of medical education is the recognition, diagnosis and selection of pedagogical goals. The main tasks of pedagogical diagnostics in medical education are the identification, analysis and assessment of the educational, educational, individual and group psychological characteristics and personal development of students.

In medical education, the composition of the pedagogical diagnostic process can include: functions, principles of pedagogical diagnostics, objects of pedagogical diagnostics, stages of

³ Avanesov V.S. Fundamentals of the scientific organization of pedagogical control in higher education: A manual for students of the USSR State Education Center, Moscow: MISIS, 1989. 167 p.

⁴ Zagvyazinsky V.I. Methodology and methods of psychological and pedagogical research: textbook. manual for students.higher.pedagogical studies.institutions / V.I. Zagvyazinsky. – M.: Publishing center "Academy", 2001. – 208 p.

⁵ Barabanshchikov A.V., Deryugin P.P. Military pedagogical diagnostics. Moscow: VU, 1995, p. 16.

pedagogical diagnostics, methods for ensuring its effectiveness, which are considered at different levels (meta-levels, macro-levels, meso-levels and micro-levels)[⁶].

All the above elements are grouped by semantic components in the structure of pedagogical diagnostics: purposeful, methodological, structural and meaningful, evaluative and effective.

The target component reflects the goals and objectives of the use of pedagogical diagnostics in the process of teaching a professional foreign language to students of Medical Education. The methodological component combines methodological approaches, functions and principles of pedagogical diagnostics. The basis of pedagogical diagnostics is formed by the following leading methodological approaches: personality-oriented, systemic, competency-based, information and field-based. In the structure of pedagogical diagnostics of the methodological component, it is necessary to identify a number of principles: principles of science, consistency, objectivity, development, consistency, confidentiality, competence. The leading functions of pedagogical diagnostics are analytical, information, control, correction, assessment, diagnostics, management and prediction.

The organizational and meaningful component of pedagogical diagnostics includes the following elements: objects and subjects of pedagogical diagnostics, stages of the implementation of pedagogical diagnostics, conditions of operation of pedagogical diagnostics, methods of pedagogical diagnostics and means of pedagogical diagnostics.

The component of assessing effectiveness in the structure of pedagogical diagnostics includes: monitoring the achievement of goals, criteria, indicators and levels of formation of objects of pedagogical diagnostics, levels of the structure of pedagogical diagnostics.

Thus, we can conclude that pedagogical diagnostics is a diagnosis as a cognitive formative, a means of studying and educating an individual in the process of interaction between a teacher and a student.

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⁶ Avanesov V. S. Fundamentals of the scientific organization of pedagogical control in higher education / B. C. Avanesov "Pedagogical diagnostics", 2002.



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