

## FEATURES OF TEACHING THE UZBEK LANGUAGE TO MEDICAL STUDENTS STUDYING IN RUSSIAN

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### ABSTRACT

In this article, we examine the teaching of the Uzbek language for doctors, and how important the Uzbek language is for teaching doctors.

**KEYWORDS:** Uzbek language, interactive learning, teaching methods, similarities between Uzbek and Russian.

### INTRODUCTION

Effective learning of the Uzbek language is not only a problem of pedagogy, it is also a priority area in the social policy of the Republic of Uzbekistan. The effectiveness of this problem will lead to the prosperity of the nation and the independence of the country as a whole. The introduction of interactive forms of education is one of the most important areas of student training in a modern university. The main methodological innovations today are associated with the use of interactive teaching methods in the study of languages, in particular in the study of the Uzbek language.

The term “interactive learning” it is understood in different ways. The very idea of such training arose in the mid 90-ies of the twentieth century with the advent of the first web browser and the beginning of the development of the worldwide Internet. Some experts explain this concept as training using computer networks and Internet resources. A broader understanding of it as the ability to interact or be in a dialogue mode with something (e.g. a computer) or someone (a person) is acceptable.

Although these reforms have been implemented in recent years, they have been implemented since the early years of the country’s independence. In 1997, the President stated: “In the process of reforming higher education, we need to strengthen their ties with higher education institutions in other countries. We need to help motivate foreign teachers.”

The activity of the department presupposes the training of the undergraduate students of the first and second courses in Uzbek and Russian languages on the basis of the experience of advanced foreign universities. In the process of education, Russian-speaking students deepen knowledge of the state language, Uzbek-speaking Russian, master free speech in Uzbek / Russian, resulting in oral and written communication skills, as well as skills of culture and art of eloquence.

Teaching of Uzbek and Russian languages is an important task in the formation of a specialist with oral and written speech skills, as well as perfect knowledge of the language that fully meets the requirements of this time.

Similarities between Russian and Uzbek languages. Numerals in both languages are subdivided into ordinal and quantitative by grammatical features and by their meaning. However, at the same time, in the Uzbek language, the numerals are not inclined, while in Russian, just like nouns, they can vary in cases. In both languages, there are three moods of verbs - imperative, indicative and subjunctive. The gerunds in both languages do not inflect and do not change depending on the person or number.

The main goal of teaching the language is to strengthen and further expand the knowledge gained in Russian and Uzbek languages, fluency in Russian and state languages within the chosen specialty, the ability to logically express your thoughts, enrich your speech with professional terms, ensure a high level of speech literacy, Language into other languages and vice versa, as well as gaining knowledge of the production of texts in scientific and official business styles. To this end, the teacher and student are tasked with the following tasks: the ability to write text on the specialty in different styles of speech, the formation of certain experience in correcting the text, the acquisition of skills in drafting official documents, the improvement of the oral and written speech of an international specialist, the free compilation of texts of a different genre, and Formation of translation skills.

The modern teacher just needs the tools to present interesting lessons, as well as powerful tools for compilation. Such lessons are also tools to control students knowledge, performance monitoring, and

problem areas learn In the process of learning the Uzbek language and publications that use interactive technologies, the computer works not only as a source of information, but also as a study an engine that allows activation and a powerful engine the process of cognitive activity that contributes developing flexibility of thinking and ability to navigate and adapt to their activities.

Therefore, the teacher must set a goal - to provide positive motivation to learn to activate cognitive activity students and in addition to achieve this goal the acquisition of knowledge is no less important Master techniques, processing and you can get use new information.

The advantages of interactive forms are obvious: interactive methods make it possible to intensify the process of understanding, assimilation and creative application of acquired knowledge, which is ensured by more active involvement in the process of not only obtaining, but also direct use of knowledge. If the forms and methods of interactive learning are used regularly, then students form productive approaches to mastering information, the fear disappears to make the wrong assumption and establish trusting relationships with the teacher; Interactive teaching methods increase the motivation and involvement of participants in the process of joint problem solving.

At present, the teaching of the Uzbek language and literature for the development of cognitive and creative activities of students uses modern interactive technologies that improve the quality of education, effectively apply study time and reduce part of the reproductive activities of students by reducing time. Interactive technologies in the study of the Uzbek language and literature are focused on the individualization and mobility of the educational process, despite the age of the students and the level of knowledge, and also a large number of interactive technologies are presented that can be used in lessons in the learning process. One of the methods of active learning of the Uzbek language and literature using interactive technologies is problem-based learning, project method, business games, and integrated lessons.

Modern pedagogical technologies exist in specific conditions and must guarantee the achievement of a training standard, be effective in terms of results and cost-effective. The search for ways to train competitive specialists allows us to conclude that it is currently important to be able to uncover the abilities and opportunities in mastering the profession. In our opinion, the effectiveness of training depends on: understanding and taking into account the individual characteristics of individuals and the age of the trainees; from the communicative skills of the teacher, contributing to the creation of an environment of cooperation; from an arsenal of technologies that activate students, teach them better perception and memorization of information, solving professional problems.

As already noted, the possession of interactive methods and their application in practice in the education system gives positive dynamics, as the work goes to the "group result", which in turn improves the perception of information received and worked out in groups. I think that in the process of studying linguistic disciplines, testing and using innovative interactive teaching methods, which, unfortunately, have not yet found an adequate "response" among the pedagogical community, will undoubtedly find application. In conclusion, it can be argued that the use of interactive technologies in the study of the Uzbek language replaces many traditional teaching aids.

The teacher of any language should not forget that his main task is the development of a socially significant and value-oriented personality, the training of students in mental work, which is more important than the transfer of finished knowledge. An analysis of new trends in optimizing the educational process at school allows us to say that for learning it is important not only to transfer knowledge, but also to instill skills and abilities to independently find and analyze new information, evaluate and apply it, reasonably argue, establish causal relationships, develop abilities of continuous self-education.

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