
**PROBLEMS AND PERSPECTIVES IN FOREIGN LANGUAGE LEARNING:
PRODUCTIVE AND ESSENTIAL TECHNIQUES OF TEACHING STUDENTS
OF PHARMACEUTICAL DIRECTION IN UZBEKISTAN**

Abdullaeva Albina Ergashevna

Tashkent Pharmaceutical Institute, Uzbekistan

Head of the Department of Uzbek Language and Literature

E-mail: abdullaeva1586@gmail.com

Contact number: +998977145057

Abstract

This article discusses the use of qualified experience with effective and up-to-date methods in teaching and learning any foreign language in medical sphere. One of the essential missions in the upgrading of foreign language teaching at medical universities in Uzbekistan is the introduction of a various, modern approach to learning and teaching as well as the implementation of teaching facilities for interactive activities and games during the class. They are supposed as new methods and also as an integral part of the educational sphere in the direction of pharmacy. The main aim of a foreign language study in the Uzbek pharmaceutical industry is a need for the development of medical field in the country.

Keywords: Teaching a foreign language, intercultural differences, communicative approach, sociocultural aspects, pharmaceutical field, integration, development of communication skills

INTRODUCTION

Teaching a foreign language is an integral part of the educational process in higher educational institutions teaching in the field of pharmacy. Today, the modern pharmaceutical industry of Uzbekistan is becoming more global, and knowledge of foreign languages is becoming a necessity for the development of this industry. Understanding how to effectively teach a foreign language in the context of pharmacy education is of great importance to students and teachers.

Foreign language teaching in pharmaceutical education allows students to develop communication skills at an international level. Pharmacists work with people from all over the world, so the ability to communicate effectively in different languages opens up new opportunities for collaboration and expanding your professional network. In addition, knowledge of foreign languages helps students better understand intercultural differences and adapt to working in multinational teams.

Secondly, teaching a foreign language at a pharmaceutical university helps improve the professional skills of students. Many pharmacists work with drugs imported from other countries, and knowledge of foreign languages allows them to better understand drug instructions and communicate with suppliers. In addition, students who have a good

command of a foreign language can successfully translate medical documents and scientific articles.

Thus, teaching a foreign language at a pharmaceutical university plays an important role in preparing students for their future profession. This will help them develop communication skills, expand professional opportunities and successfully adapt to work in the global industry.

In addition, studying a foreign language allows students to gain access to international scientific research and publications in the field of pharmaceuticals.

The most valuable books on methodology and some effective methods of teaching foreign languages have been written by linguists. These included the following books by authors:

Communicative Language Teaching. CLT aims to get students to use language communicatively in realistic contexts through activities such as role-playing, gap exercises, modeling, etc. Several studies have shown that CLT leads to improved oral language compared to more traditional methods . (VanPatten & Lee, 2003)

“Focus on shapes and form. Instead of strictly grammatical translation, it is effective to teach grammar in context and as it occurs in the communicative process. Isolated grammar exercises are less effective than noticing and manipulating grammatical forms during meaningful activities” (Shintani, 2013).

Skill-based training. Aligning learning to skill levels and giving students control of their learning through proficiency-based assessment leads to increased motivation and improved proficiency (Swender et al., 2014)

Task-based language learning. Using meaningful, goal-oriented tasks that encourage negotiation of meaning and a focus on pragmatic competence is highly effective (Nunan, 2004). Examples include information deficits, decision making, and problem solving tasks.

Cultural integration. Teaching the sociocultural aspects of the target language helps increase motivation and makes learning more relevant. Techniques such as cultural assimilation have been successful (Moran, 2001).

Technology integration. The use of technology both inside and outside the classroom for activities such as interactive websites, mobile applications, multimedia, video conferencing, etc. significantly improves language proficiency (Cabero, 2017; Wu, 2015).

Traditional language teaching. It is important to take into account the different linguistic and cultural backgrounds of students. Methods adapted for heritage students have been shown to improve their confidence and achievement (Beaudrie & Ducar, 2005).

Thus, according to the research, the most effective are communication skills-oriented, task-based approaches that authentically contextualize cultural and linguistic forms. Integrating technology further improves language learning outcomes.

METHODS AND TECHNIQUES

The methodology of teaching a foreign language at the Tashkent Pharmaceutical Institute plays an important role in the educational process of students. One of the main tasks is to develop the communication skills necessary to communicate with patients and colleagues from other countries. Various methods are used to achieve this goal. One such method is the communicative approach, which emphasizes the active use of language in life situations. Students are offered a variety of practical tasks aimed at developing confidence in expressing their thoughts, the ability to listen and understand the interlocutor.

Another method is a differentiated approach to education. The teacher adapts the material to the individual needs of each student, taking into account the different levels of language knowledge of students. Helps effectively fill knowledge gaps and improve general language skills.

Interactive methods such as group and pair work are also widely used. During such classes, students actively communicate with each other in a foreign language, exchange information and solve problems.

Here are several effective methods of teaching foreign languages to pharmaceutical students, and what results can be obtained through these techniques:

1. Focus on vocabulary related to pharmaceuticals and healthcare: Learn words and phrases related to pharmaceutical sciences, medical conditions, drugs, etc. This way, language learning becomes more relevant and helps in memorization. Students will be able to better understand foreign labeling and instructions.
2. Use role-playing and simulations: Have students simulate patient interactions, counseling sessions, or prescription calls in the target language. This applies language in authentic contexts. Students may feel more comfortable using the language in a real pharmacy setting.
3. Include cultural lessons: Discuss cultural aspects of healthcare in other countries. This provides useful context and insight. Students are less likely to misunderstand due to cultural differences.
4. Encourage language use outside of class: organize language exchange programs, conversation clubs or cultural events. Immersion helps improve fluency. Students can continue to use the language in personal and professional contexts after completing the course.
5. Integrate technology: Use tools such as apps, online videos, podcasts and interactive media. This attracts digitally savvy students. Students can feel comfortable and confident using language technology resources on their own.
6. Assess students through presentations/projects: Ask students to give presentations on case studies, report on clinical trials, or develop educational materials in the target language. This shows subjective language ability. Students can develop valuable transferable skills such as public speaking in other languages.

Effective use of such methods can help pharmacy students acquire useful foreign language skills needed for their careers. More importantly, it can stimulate interest in other cultures and increase confidence in communicating internationally.

Communication skills are also important when teaching a foreign language to pharmacy students. The ability to communicate effectively in a foreign language is especially important in the pharmaceutical industry, where communication with patients and colleagues from different countries is an integral part of the job.

Currently, in the higher education system it is necessary to pay attention to the development of students' communicative abilities in the process of learning a foreign language. This includes not only grammatical accuracy and vocabulary, but also the ability to clearly and logically express one's thoughts and adapt to various communication situations.

Students are given the opportunity to practice communication skills through role-playing games, discussions and other interactive forms of work. In order for students to be prepared to work with representatives of different nationalities and cultures, attention must be paid to the development of intercultural communication skills. (N.D Kenjaeva, A.E Abdullaeva, T.B Akhmedova, 2021)

Modern technologies play an important role in teaching foreign languages to students of higher education institutions. They make the learning process more interactive and effective. One of these technologies is the use of specially developed computer programs and applications for learning foreign languages. With their help, students are given the opportunity to practice grammar and vocabulary skills, as well as develop listening and speaking skills. In addition, such programs often include reading and writing exercises, which are also important for successful mastery of a foreign language.

Another useful technology is online education. Students are given the opportunity to listen to lectures and complete assignments remotely via the Internet. This is especially convenient for busy students who can choose their own time to study. In addition, in recent years, mobile applications for learning foreign languages have become increasingly popular. They offer a variety of games, exercises, audio and video content to help students improve their skills on any device. However, one of the problems that sometimes arises when teaching using these methods is assessment. (Abdullaeva, 2022) Assessing the effectiveness of teaching foreign languages in non-philological medical universities is an important direction in the development of this educational program. However, there are certain problems that may arise during the assessment process and limit its objectivity.

Firstly, it can be difficult for students to demonstrate their knowledge of a foreign language in practice. Pharmaceutical universities often do not provide sufficient opportunities to speak and communicate in a foreign language. This may result in assessments being based only on tests and exams, which may not fully reflect the student's level of knowledge.

Secondly, the lack of hours of foreign language training can also affect the effectiveness of learning it. At the University of Pharmacy, students have to devote a lot of time to

studying specialized subjects, which allows them to reduce the time spent on learning a foreign language. In addition, teachers often do not have the opportunity to conduct individual lessons with students, which can also negatively affect the effectiveness of teaching.

CONCLUSION

Effective teaching of a foreign language to medical university students should be based on the integration of language material with the future professional activities of students. The main aspects are the following teaching approaches:

- focus on medical terminology and health-related topics, use role-playing games and simulation situations to practice practical skills;
- combine learning a foreign language with medical science, reading, developing communication skills in writing, listening and speaking, using interactive technologies and multimedia;
- individual approach and observation of the dynamics of learning, including the organization of communication with native speakers.

All of the above approaches are considered as a motivational, comprehensive model of teaching a foreign language, which helps students master language skills at a high professional level and prepares them for international cooperation in the field of medicine.

REFERENCES:

1. James F. Lee , Bill Vanpatten “Making Communicative Language Teaching Happen” *Modern Language Journal* 80(2):236
2. Natsuko Shintani “The Effect of Focus on Form and Focus on Forms Instruction on the Acquisition of Productive Knowledge of L2 Vocabulary by Young Beginning-Level Learners” *TESOL Quarterly* 2013
3. Elvira Swender, Cynthia L. Martin, Mildred Rivera-Martinez, Olga Kagan “Exploring Oral Proficiency Profiles of Heritage Speakers of Russian and Spanish”, *Foreign Language Annals* 47(3), August 2014
4. A.E Abdullaeva, D.K Khudoyqulova “Psycholinguistic features of teaching listening to students of higher educational institution” *Central Asian Journal of Theoretical and Applied Science* Volume 2, 2021/2/9
5. N.D Kenjaeva, A.E Abdullaeva, T.B Akhmedova “New pedagogical technologies in teaching foreign language to students of non-philological institutions” *ACADEMICIA” An International Multidisciplinary Research Journal* Volume 11, 2021
6. A. Abdullaeva “Development of reading and listening skills of students of the medical direction in the study of foreign language” *International Bulletin of Engineering and Technology* 3 (3), 171-174, 2023

7. A.E Abdullaeva "The methods of teaching listening skills and development of system of exercises" "ACADEMICIA: An International Multidisciplinary Research Journal" 12 (5), 721-726 2021
8. A.E Abdullaeva "Tibbiyot oliy ta'lim muassasasi talablariga chet tili o'qitishda loyiha usulining tadbir etilishi va undan foydalanishning samarasi" Journal of Research and Innovation 2 (2), 14-20, 2024
9. Musaeva G "The usage of aphorisms in English lessons" American Journal of Interdisciplinary Research and Development 25, 297-300, 2024
10. Musaeva G "Using Multimedia Projector In English Language Teaching Classroom" European Journal of Molecular & Clinical Medicine 7 (ISSN 2515-8260), 907-912, 2020
11. Akhmedova N.A "Methodology for teaching medical students to translate specialist texts from English to Uzbek on the basis of modern information and communication technologies" International Bulletin of Applied Science and Technology, 361-363, 2024
12. Akhmedova N.A "Modern methods of teaching pharmaceutical english terminology: enhancing language proficiency in the medical field" Tadqiqot va innovatsiyalar jurnali., 8-13, 2024
13. SB Mirazimova "Innovative approaches to teaching pharmaceutical terminology in english" American Journal of Interdisciplinary Research and Development 25, 176-179, 2024
14. S. Mirazimova "Innovative educational interaction methods" Анализ актуальных проблем, инноваций, традиций, решений и художественной литературы в преподавании иностранных языков 01, 232-233, 2022.