Sunbula Akhmadjonovna Rakhmatova
Samarkand State Medical Institute
Chair of Languages

THE TEACHER'S SKILL IN THE EFFECTIVE ORGANIZATION OF THE EDUCATIONAL PROCESS IN THE LESSON

Abstract: The article refers that when teaching medical students a foreign language, teachers should take into account that the main focus of their students is on medicine and that all the educational materials should be chosen from real situations from a medical point of view. The article also describes the need for a teacher to be highly skilled in using the necessary teaching methods to organize a lesson successfully.
Key words: medical students, real situation, communication, conversation, pragmatics, sociolinguistics.
Language: English
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Introduction

Today, knowledge of English is a necessity for almost every self-respecting person, and the medical field is no exception.

Currently, the need for English-speaking medical personnel has become commonplace at international online conferences with the participation of foreign doctors, telecasts (in mutual exchange of experience, as in the case of a pandemic coronavirus disease), various discussions and frequent exchange of experience in mutual medical institutions. If a healthcare professional does not know the language, then how can they participate in them? Also, foreign patients can go to the hospital for help, so it can be difficult to make a diagnosis without knowing the patient's language.

Almost all of the information on the Internet, in addition to many medical manuals and literature, is written in Russian or English. Knowledge of English gives the student ample opportunity to further improve their knowledge of medicine or to improve their skills abroad or to work in foreign clinics. Currently, learning English by medical personnel has become a vital necessity. Therefore, when teaching a language to medical students, foreign language teachers should choose all the teaching materials from a medical point of view, taking into account that the main area of student learning is the field of medicine. It is now well known that among foreign languages, English plays an important role in the world, especially in medicine and science.

In the field of medicine, in particular, the opportunities for students to join the English-speaking world are much wider today. Therefore, it is important to take into account all the requirements for their language skills, as well as increase their self-confidence and reduce misunderstanding during a conversation. With this in mind, teachers who teach English to medical students should not only teach, memorizing vocabulary, translation of texts but they must often use various video materials of real situations (communication between the doctor and the patient, the doctor's behavior in emergency situations, the process of various examations), and it can be also used role-playing games in the audience. For example, role-playing games such as "At the pharmacy" [3], "At the doctor", "At the polyclinic" [3] or "Doctor and a foreign patient" can be organized during the lesson. For example,

Doctor: *How are you feeling after the surgery?*
Patient: *I feel terrible, my entire body is aching but I can't stop shivering. My vision is blurry, my mouth is dry and I feel so weak and dizzy when I get out of bed.*
Doctor: *That is to be expected after a serious operation.*

Patient: *I know, but I'm so hot I feel like I'm burning up and my body feels itchy. Do you think I have a fever?...[4]*

or

Patient's mother: *Good morning, doctor.*
Doctor: _____
Patient's mother: *My daughter hasn't been feeling well and she has a fever, can you please have a look?*
Doctor: *Let's see, _____?*
Dana: *Dana.*
Doctor: *Can you please _____ and lie down on the bed Dana?*
Patient's mother *She is a little scared.*
Doctor: *Don't worry, it's not going to hurt, _____,I promise.*
Dana: *Alright.*
Doctor: *Let me listen _____ and _____ throat.*
Patient's mother: *How is she?*
Doctor: _____. *I _____ her some antibiotics, she _____ a day.*
Patient's mother: *How long does she need to take them?....[4]*

These types of teaching methods enable medical students to imagine themselves as physicians in a real situation, and this helps them to speak English, as well as develop qualities such as respect for their future medical careers. Given similar requirements, there are many methods and techniques for teaching a foreign language to students, but it is not possible to teach a language using only one of them. In general, there is currently no single correct method in language learning.

Obviously, not all teachers and students can demonstrate the superiority of one method over another for comparative study of a foreign language. The easiest way to convey to students what is important for teaching the language is to use all teaching methods effectively, and this requires great skill from teachers. We cannot effectively teach without knowing the students' knowledge.

First, foreign language teachers must develop effective ways to better learn the language. For this, students must be able to pronounce words correctly and read freely, that is, develop automatism among students. Automatism is the result of training, repetition, and practice.This ability allows students to enrich the habit of responding automatically. Spiritual learning is understood as a learning method, and new knowledge will be associated with previous knowledge. Waiting for an award will teach students to understand the meaning of a word in context. This is a powerful factor in managing behavior.

Intrinsic motivation – it is motivational ability, which occurs within a student, and not from any external factors. One of the factors which helps the students lay the foundation for an understanding of the language, is a self-confidence, which is a factor of "I can do it." We cannot effectively teach a language without knowing the level of students' knowledge of a foreign language. When teaching a language to medical students, each teacher should carry out a lesson taking into account the fact that the main attention of students is paid to the field of medicine.

In the field of medicine, especially in future doctors, there is a great opportunity to work with original materials related to real-life situations that anyone in the world can face. These features allow English teachers to use all aspects of the language to increase the effectiveness of teaching, that is, linguistic, sociolinguistic, pragmatic and strategic,. The lesson process should cover all of these competencies. Each part of the lesson requires grammar and vocabulary. When language learners switch to phrases and start using them in different situations, first of all, their first meaning prevails at the first stage of the translation of any word.

Language serves to analyze the initial impression of a word. After that, they can move on to the next steps, such as the pragmatic meaning of the word, that is, the next goal is to give students the opportunity to speak. To enrich the goal, students must have knowledge of linguistic forms, meanings and functions. Communication is a process; it's not enough to know the form of the language. In the process of teaching the language should be used the maximum possible real situations. Therefore, teachers should focus on the process of communication, and not just on the assimilation of linguistic forms.

Students must work at the level of spoken language. They should talk about the features and consistency of the language that links sentences. Students should be given the opportunity to express their opinions. True, they can make a number of mistakes during speech, but mistakes must be made and should be considered as a natural result of the development of communication skills.

If the exercise is focused on fluency, the teacher should not correct the students; he simply notes a mistake and then can return again. One of the main tasks of a teacher is to create situations that facilitate this communication. Interaction between students helps to develop relationships at the level of cooperation. In a conversation, the interlocutor chooses not only what to say, but also how to say it. The grammar and vocabulary that students learn are selected based on the situation and the role of interlocutors.

During the lesson, students should also be given the opportunity to listen to the spoken language, as it is used based on real events. Finally, in order to maximize the time allotted for the lesson, students often work in pairs or in small groups in order to achieve the lesson's goal more quickly. The teacher should make maximum use of the time allotted for dialogue with each student. Students are encouraged

to use the language creatively and independently, completing assignments and solving problems. Student assignments include working with real exercises and texts. Such tasks include: visiting a doctor, talking with a doctor and a patient, calling a doctor, solving problems, writing a prescription and explaining it to the patient, organizing events, etc. For example, when students work in pairs on the topic of "Respiratory system"[5], the following task can be given:

1. Make a real situation between a doctor and a patient using following words:

Treat, a sore throat, feel pain, recommend, three time a day, sneezing, breathe poorly, gargle, ...[1]. or

2. Discuss the following questions:

1. How do you treat a cold?

2. Do you have any special method?

3. What other methods of treating the common cold have you heard about in the media or from friends and family?[3]

Or tasks such as informing students about the latest medical advances, such as discussing with students the latest news about coronavirus disease, which is currently a global problem for all of humanity, will greatly accelerate language learning. Finally, the assessment should be based primarily on the correct implementation of tasks, and not on the accuracy of language forms. In general, the effective use of teaching methods and techniques has a positive effect on the field of teaching foreign languages. For example, as a teacher in a lesson, I can encourage my students to find answers, and not just give them answer. Firstly, I divide my class into two or three groups and show the image of the human body without saying anything, and ask them to find the name of the topic, write and pronounce the medical terms associated with this picture. They then find and define medical terms related to the human body using the "Mind Mapping" method. At the end of the work, each group will present their work. Students not only draw, but in a short time learn to work in groups, listen to each other. At the same time, writing and presenting increase student's ability to communicate his point of view among the public.This is one of the methods used in the educational process.

In general, the various methods and techniques should be used to improve learning efficiency. The need to use different methods can vary from teacher to teacher, but the methods must be applied throughout the process of teaching and learning. Good teachers always use methods that are appropriate for the learning environment.

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