

## PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF FOREIGN LANGUAGE COMPETENCE AMONG STUDENTS OF MEDICAL FIELDS

**Tuychibayeva Maftuna Baxodirovna**

*PhD student Fergana Public Health Medical Institute*

*Email: [maftunatuychibaeva@gmail.com](mailto:maftunatuychibaeva@gmail.com)*

**Iminakhunova Iroda Khuseynovna**

*Head of the Department of Uzbek and Foreign Languages,*

*Fergana Public Health Medical Institute*

*Doctor of Science (DSc), Associate Professor*

**Abstract.** *At present, one of the most important areas of development in our country's higher education system is not only the professional training of medical students but also the enhancement of their communicative competence in professional foreign languages. This entails not only a reassessment of the existing pedagogical conditions of the learning process but also the search for new pedagogical environments that correspond to the developmental trends of both our country and the international community. In particular, it is essential to create conditions that support the development of students' professional foreign language competence—both within the educational process of higher education institutions and in their future professional activities, as well as fostering students' readiness to use the professional foreign language for independent learning and self-development.*

**Keywords:** *communicative competence, methodological recommendations, theoretical readiness, technological readiness, language competence, non-native language.*

**Аннотация.** *В настоящее время одним из важнейших направлений развития системы высшего образования нашей страны является не только профессиональная подготовка студентов-медиков, но и повышение их коммуникативной компетенции в области профессионального иностранного языка. Это предполагает не только переоценку существующих педагогических условий учебного процесса, но и поиск новых педагогических сред, соответствующих тенденциям развития как нашей страны, так и мирового сообщества. Особенно важно создать условия, способствующие развитию профессиональной иноязычной компетенции студентов — как в процессе обучения в высших учебных заведениях, так и в их будущей профессиональной деятельности, а также формированию готовности студентов к использованию профессионального иностранного языка для самостоятельного обучения и саморазвития.*

**Ключевые слова:** коммуникативная компетенция, методические рекомендации, теоретическая готовность, технологическая готовность, языковая компетенция, неродной язык.

**Introduction.** Modern foreign language education is aimed at supporting the development and improvement of professional foreign language competence among medical students. Therefore, today there is a need not only to develop professional foreign language competence, but also to enhance students' readiness to use the professional foreign language. This includes creating updated pedagogical conditions that support students during the learning process at higher educational institutions, as well as in their future professional activities and in their efforts toward self-education and self-development. The current research is focused primarily on the educational and methodological pedagogical conditions necessary to support this process.

The theory and practice of developing professional foreign language competence among medical students have been addressed in the works of such domestic and international scholars as M.R. Kadirova, I.X. Iminaxunova, G.R. Sobirova, G.K. Obidova, V.I. Baydenko, I.A. Zimnaya, A.K. Markova, L.M. Mitina, S.G. Ter-Minasova, V.A. Xutorskaya, among others. The methodological aspects of developing professional foreign language competence—in the context of teaching the “Foreign Language in Medicine” course—are considered crucial for forming competent graduates of medical higher education institutions.

Moreover, the practical need for mastering professional foreign language skills is twofold: first, as an international language of communication (including professional use), and second, as an essential tool within the framework of the state educational standards of our country. Additionally, the competencies acquired from studying “Foreign Language in Medicine” play a significant role in shaping the professional personality and self-development of medical graduates.

This research was conducted within the “Foreign Language in Medicine” course for the field 60910200 “Medical Practice” (Bachelor's level), for which the curriculum allocates 60 hours for practical sessions and 60 hours for independent study, totaling 120 hours. Our study was carried out at the Fergana Institute of Public Health. In our research, we analyze the current state requirements of our country's state educational standards from a diagnostic perspective to examine the conditions for enhancing the professional foreign language competence of medical students.

At present, one of the most critical directions in our higher education system is not only the professional training of medical students but also the development of their communicative competence in a professional foreign language. This calls for a reassessment of the current pedagogical conditions and a search for new educational environments that respond to the developmental trends of both our nation and the international community. It also implies that the conditions for developing professional foreign language competence—both during the teaching process at higher education institutions and in the future professional activities of students—must focus on preparing

students to use their professional foreign language skills for independent learning and self-improvement.

In our study, the primary focus is on the educational and methodological pedagogical conditions that support this process. The theory and practice of developing professional foreign language competence have been examined in the works of domestic scholars (M.R. Kadirova, I.X. Iminaxunova, etc.) as well as by researchers from MDX (M.R. Kadirova, I.X. Iminaxunova, T.V. Kuznetsova, N.V. Kuzmina, A.A. Leontiev, A.K. Markova, V.V. Oxotnikova, M.B. Rahmanina, etc.). These authors emphasize that the current pedagogical conditions for developing professional foreign language competencies as stipulated in our state educational standards are insufficient for fully solving the problem of equipping medical students with the necessary language skills.

Furthermore, some researchers working on the teaching of foreign languages in non-language-major higher education institutions (for example, in the field "Foreign Language in Medicine") have focused on designing innovative methods, teaching forms, and exercise systems. However, these authors have largely limited their work to methodological recommendations for teaching the foreign language rather than developing comprehensive pedagogical conditions to foster the required competencies.

The analysis of the state educational standards reveals that the content and structure of the professional foreign language competencies are primarily oriented toward enabling students to communicate orally and in writing in a language that is not their mother tongue, to solve practical and interpersonal problems, and to interact interculturally, regardless of their study program. According to the international classification of language proficiency, graduates are expected to possess a level of competence between B2 and C1.

In practice, it has been observed that even after a full year of study in higher education, medical students often are not adequately prepared for daily communication in the foreign language. This is a significant issue for all medical institutions in our country.

In light of the need to implement the state educational standards and to align with the international educational space, our higher education system faces the major task of producing competent graduates who possess high levels of proficiency in the foreign language (at least B2–C1). Recognizing this issue, plans are underway to introduce a unified, mandatory state exam in foreign languages for secondary education, which is expected to improve the language proficiency of future university entrants.

The concept of professional competence for a medical education specialist is multifaceted. Throughout the educational process, it must evolve step by step from the student's general professional competence to a specific domain—in this case, professional foreign language competence. This requires an analysis of the following interrelated concepts: professional competence, the student's communicative competence in a foreign language, and the pedagogical conditions necessary for its development.

Analyzing the core working concepts of our scientific research has allowed us to explore the essence, structure, and content of the term "professional competence" as presented in pedagogical science. Various researchers, including V. I. Baidenko, G. I.



Bogin, N. I. Gez, I. A. Zimnaya, N. V. Kuzmina, A. K. Markova, L. M. Mitina, and V. A. Khutorskaya, have significantly contributed to this theoretical foundation. In our study, we adopt V. A. Khutorskaya's definition, which views professional competence as a set of generalized methods of action that ensure the effective performance of professional activities.

Understanding the importance of improving foreign language teaching quality in non-language-major higher education institutions has elevated the urgency of studying and addressing the development of students' communicative competence in a foreign language. [4,5,6,7].

The historical experience of teaching professional foreign languages in non-language-major higher education and the analysis of various scholars' views on this issue (G. I. Bogin, N. I. Gez, I. A. Zimnaya, E. I. Passov, and others) has allowed us to interpret the concept of professional foreign language competence as a situational category. This includes a student's readiness to apply both professional knowledge (specific to their chosen field) and linguistic knowledge (grammar, vocabulary, phonetics), as well as professional foreign language skills in order to engage in practice-oriented communication. It also reflects the student's professional and personal traits (such as communicativeness and tolerance) and their ability to creatively and successfully solve practical, practice-oriented problems through professional language communication. [8].

According to the requirements of our national education standard and the syllabus of the subject *Foreign Language in Medicine*, medical students must master the specified competencies at one of the outlined levels (basic, intermediate, or advanced), and acquire the corresponding knowledge, skills, and experience. However, in practice, the syllabus often fails to clearly define the expected level of competence, which leaves instructors uncertain about the extent to which students are prepared to use a non-native language practically—both during their university studies and in their future careers.

Therefore, in today's pedagogical science, there is an urgent need to establish the relationship between students' professional foreign language competence and their readiness for further professional self-development through the use of non-native language communication.

<sup>4</sup> Zimnaya I.A. Key competencies as an effective target basis of a competency-based approach in education. Moscow: Phoenix, 2005. p.

<sup>5</sup> Serikov V. V. Competency-based approach to the development of education content: from idea to curriculum // Volgograd State Pedagogical University News. Volgograd: Izmeneniye, 2003. No. 1 (02). pp. 7–13

<sup>6</sup> Rakhmanina M. B. Typology of foreign language teaching methods. Moscow: Moscow Lyceum, 2008. p.281

<sup>7</sup> Khutorskaya A. V. Key competencies as a structural component of a personality-oriented educational paradigm // Public Education. 2003. No. 2. pp. 58–64], [Khutorskaya A. V. Key competencies. Design technology // Public Education. 2003. No. 5. pp. 55–61

<sup>8</sup> Passov E. I. Fundamentals of the communicative methodology for teaching foreign language communication culture. Moscow: Russian Language, 2007. p.276

Researchers such as V. A. Krutetsky, V. A. Molyako, V. A. Slastenin, S. G. Ter-Minasova, A. I. Shcherbakov, and others have examined various aspects of forming and developing students' readiness for professional activity in higher education. Observations in this area show that the level of development of professional foreign language competence is closely linked to individual student characteristics, strengths, and interests. Therefore, this competence manifests differently among students and must be addressed individually.

Based on this, as part of our analysis of medical students' readiness for professional foreign language communication, we identified three core components:

1. **Theoretical Readiness** – This reflects students' mastery of relevant theoretical knowledge during the course, based on the syllabus requirements.
2. **Technological Readiness** – This involves the student's preparedness to develop professional foreign language competence through appropriate methods and strategies.
3. **Professional and Personal Readiness** – This refers to the ability to demonstrate and develop individual and professional qualities such as communicativeness, tolerance, and a desire to gain new experiences.

**Conclusion.** Today, the knowledge of a professional foreign language by medical students is an important requirement, especially in the context of implementing the current national state educational standards of higher education. Confident command of a professional foreign language by medical students is a necessary skill for specialists in the modern domestic and international labor markets. This requirement has led to a revision and updating of the pedagogical conditions for implementing medical higher education, primarily focusing on the development of medical students' professional foreign language competencies during the study of the subject "Foreign Language in Medicine."

Based on the above, it can be concluded that a high level of proficiency in a non-native language as a professional and international communication language is a pressing issue today. Furthermore, it is important to develop medical students' readiness to use a professional foreign language for self-education and self-development both during their higher education studies and in their future professional careers.

## REFERENCES:

1. Rubinshteyn S.L. Umumiy psixologiya muammolari. - M., 1993.
2. Konsheva A.V. Chet tillarini o'qitishni individuallashtirishda xotira turini hisobga olish zarurati // Zamonaviy dunyoda individuallik: III xalqaro ilmiy-amaliy konferentsiya materiallari. - Smolensk, 1999. b. 142-147
3. I. H. Iminakhunova "Management and development of students' self education in the process of learning English".
4. Kadirova Munira Rasulovna, Iminaxunova Iroda Xuseynovna "Theoretical analysis of self-education in learning English".
5. Parpieva O.R, Hojikarimova G.T, Nazirova A.M №6(85) 2021. 157-161-bet. (Formation of student pedagogical skills based on the requirements of innovative

educational environment// Международном научнопрактическом журнал  
“Экономика и социум”).

6. Arras U. Kompetenzorientierung im Fremdsprachenunterricht – was heißt das eigentlich? [Elektronnyy resurs] // Pandemonium germanicum. – 2009. – 14 (2). – S. 206–217.

– URL:  
[http://www.testdaf.de/institution/\\_Pandemonium\\_2009\\_Kompetenzyorientierung.pdf](http://www.testdaf.de/institution/_Pandemonium_2009_Kompetenzyorientierung.pdf) (data  
obraheniya: 15.02.2016)

7. A.Zimnyaya. – Maktabda chet tillarni o'qitish psixologiyasi. – M-Просвещение 1991. 219 b.

8. Bim I. L. ba'zi dolzarb muammolar/maktabda chet tillarini o'qitishning zamonaviy chet tillari, 2001 yil, 4-son. 5-7 betlar

9. Chabner, D. E. The Language of Medicine - New York: W. B. Saunders Company 1998, 1036 p.

10. Druganova B. English Medical terminology - different ways of forming medical terms // JAHR. -2013. Vol. 4., № 7. - P. 55-69.

11. Ende K., Grotjan R., Kleppin K. Mohr Imke Curriculare Vorgaben und Unterrichtsplanung. – Berlin, München: Langenscheidt, 2013. – 152 s

12. Karabutova E. A., Prokopenko Yu. A., Akinshina I. B. Formirovanie yazykovoi kompetentsii studentov vuza v svete kommunikativnogo podkhoda dlya realizatsii sotsial'nogo i professional'nogo mezhkul'turnogo vzaimodeistviya [Forming university students language competence in the light of communicative approach to make them successful in social and professional cross-cultural communication]. Kontsept = Concept, 2021, no. 1, pp. 45–55.

13. Khutorskaya A. V. Key competencies as a structural component of a personality - oriented educational paradigm // Public Education. 2003. No. 2. pp. 58–64], [Khutorskaya A. V. Key competencies. Design technology // Public Education. 2003. No. 5. pp. 55–61

14. Kompetenzorientierung, Bildungsstandards und fremdsprachliches Lernen – Herausforderungen an die Fremdsprachenforschung. Positionspapier von Vorstand und Beirat der DGFF [Elektronnyy resurs] / D. Caspari, A. Grünwald, A. Hu, L. Küster, G. Nold, H.J. Vollmer, W. Zydatiß // Zeitschrift für Fremdsprachenschulung. – Oktober 2008. – 19(2). – S. 163–186. – URL:

[http://www.dgff.de/fileadmin/user\\_upload/dokumente/Sonstiges/Kompetenzpapier\\_DGFF.pdf](http://www.dgff.de/fileadmin/user_upload/dokumente/Sonstiges/Kompetenzpapier_DGFF.pdf) (data obraheniya: 15.02.2016)

15. Konsheva A.V. Chet tillarini o'qitishni individuallashtirishda xotira turini hisobga olish zarurati // Zamonaviy dunyoda individuallik: III xalqaro ilmiy-amaliy konferentsiya materiallari. - Smolensk, 1999. b. 142-147

16. Leontev A.A. Metodika. - M.: Русский язык, 1998. - 176 b

17. Passov E. I. Fundamentals of the communicative methodology for teaching foreign language communication culture. Moscow: Russian Language, 2007. p.276

18. Rakhmanina M. B. Typology of foreign language teaching methods. Moscow: Moscow Lyceum, 2008. p.281

19. Serikov V. V. Competency-based approach to the development of education content: from idea to curriculum // Volgograd State Pedagogical University News. Volgograd: Izmeneniye, 2003. No. 1 (02). pp. 7–13

20. Zimnaya I.A. Key competencies as an effective target basis of a competency-based approach in education. Moscow: Phoenix, 2005. p