

**FORMATION OF FOREIGN LANGUAGE COMPETENCE  
OF MEDICAL UNIVERSITY STUDENTS BASED ON  
A CONTEXT-REVERSAL APPROACH.**

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**Annotation:** *The article examines the problem of the formation of foreign language competence among students of medical universities through the use of a context-reversal approach. This approach allows not only to improve the level of proficiency in a foreign language, but also to develop professional skills necessary for future medical practice. The article analyzes the basic principles, methods and advantages of contextual reverse learning, as well as provides practical recommendations for its implementation in the educational process.*

**Keywords:** *modern requirements, traditional methods, effectiveness, case study, role-playing, medical history.*

Modern requirements for the training of medical specialists include not only deep professional knowledge, but also a high level of foreign language proficiency. This is due to the need to interact in an international environment, work with foreign patients, read scientific literature and participate in conferences. However, traditional methods of teaching a foreign language often do not take into account the specifics of the medical profession, which reduces their effectiveness. In this regard, the context-reversal approach seems to be a promising solution, as it integrates language learning into a professional context<sup>[5]</sup>.

Currently, in local education, the technology of reversible education is widely used in the educational system. At the same time, it is clear that there is not enough development of reversible teaching of foreign languages in higher educational institutions-the need to form competencies in the desired foreign language using this technology determines the relevance of the chosen topic<sup>[6]</sup>.

Theoretical foundations of the context-reversal approach.

The context-reversal approach is a teaching method in which educational material is presented in reverse order or in a non-standard sequence, which contributes to deeper understanding and memorization. In medical education, this approach involves the use of

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<sup>5</sup> Айваров, А. (2022). Modern requirements for teachers of foreign languages to improve professional skills and personal qualities. *Общество и инновации*, 3(2/S), 300-303.

<sup>6</sup> Uktamovich, A. A. (2025). TIBBIY TA'LIM TALABALARIDA REVERSIV O'QITISH TEXNOLOGIYASIDAN FOYDALANGAN HOLDA KASBGA YO'NALTIRILGAN CHET TILI KOMPETENTSIYASINI SHAKLLANTIRISH. *MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS*, 1(7), 266-269.

real professional situations, such as communicating with patients, analyzing clinical cases, and working with medical documentation<sup>[7]</sup>.

**Basic principles are:**

- **Integration of language and profession:** A foreign language is studied through the prism of medical practice.
- **Reverse sequence:** The material is presented from complex to simple or in a non-standard sequence.
- **Active student participation:** Students are involved in role-playing games, simulations, and real-life case analysis.

The following methods can be used to form foreign language competence among students of medical institutes:

**a) Role-play:**

- Students act out scenarios of doctor-patient communication in a foreign language.
- Example: A student in the role of a doctor asks questions about symptoms, and another student in the role of a patient describes his complaints.

**b) Case Studies:**

- Students analyze real medical cases, discuss diagnoses and treatment methods in a foreign language.

- Example: Group work on discussing the patient's medical history.

**c) Reverse Teaching:**

- Students independently study the material and present it to the teacher and groupmates.
- Example: Preparation of a presentation on "Modern methods of diagnosis of cardiovascular diseases".

**d) Simulations:**

- Using virtual platforms to simulate medical situations.
- Example: Virtual consultation with a patient in a foreign language<sup>[8]</sup>.

**The advantages of the context-reversal approach are the following:**

- **Increasing motivation:** Learning through real professional situations makes the process more interesting and meaningful.
- **Development of critical thinking:** The reverse sequence of the presentation of the material encourages students to self-analysis.
- **Improve communication skills:** Students learn to communicate effectively in a foreign language in a professional environment.
- **Integration of theory and practice:** Language skills are developed in parallel with professional competencies.

The following steps can be used to implement the context-reversal approach in the "English in Medicine" course:

<sup>7</sup> Ivanova, T.Y. Innovative methods of teaching foreign languages in medical education. Moscow: Medicine, 2020

<sup>8</sup> Petrov, A.V. The context-reversal approach in education: theory and practice. St. Petersburg: Obrazovanie Publ., 2019

**1. Preparatory stage:**

- The teacher chooses real medical situations (for example, receiving a patient complaining of chest pain).
- Students learn the necessary vocabulary and grammatical structures.

**2. The main stage:**

- Students play role-playing games where one acts as a doctor and the other as a patient.
- The analysis of a clinical case in a foreign language is carried out.

**3. The final stage:**

- Students present their solutions and discuss them with the group.
- The teacher gives feedback and corrects mistakes.

The context-reversal approach is an effective tool for the formation of foreign language competence among students of medical universities. It allows you to integrate language learning into a professional context, which contributes to the development of not only language, but also professional skills<sup>[9]</sup>. The implementation of this approach requires careful training on the part of teachers, but its advantages justify the efforts expended. In the future, context-reversal training may become a standard in the training of medical professionals who are able to work effectively in an international environment.

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<sup>9</sup>Smith, J. Language Learning in Medical Contexts: A Practical Guide. – London: Cambridge University Press, 2021.