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**SOHA LINGVISTIKASI: TILSHUNOSLIK
VA TIBBIYOT INTEGRATSIYASINING
MUAMMOLARI, YECHIMLARI HAMDA
ISTIQBOLLARI**

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MUAMMOLARI, YECHIMLARI
HAMDA ISTIQBOLLARI
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EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

BUKHARA STATE UNIVERSITY

**LINGUISTICS OF DIFFERENT
FIELDS:
PROBLEMS, SOLUTIONS AND
PROSPECTS OF LINGUISTICS
AND MEDICAL INTEGRATION**

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**МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕГО
СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ
УЗБЕКИСТАН**

БУХАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

**ОТРАСЛЕВАЯ ЛИНГВИСТИКА:
ЗАДАЧИ, РЕШЕНИЯ И
ПЕРСПЕКТИВЫ
ЛИНГВИСТИКИ И
МЕДИЦИНСКОЙ ИНТЕГРАЦИИ**

**МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ
КОНФЕРЕНЦИЯ**

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“Soha lingvistikasi: tilshunoslik va tibbiyot integratsiyasining muammolari, yechimlari hamda istiqbollari” mavzusidagi xalqaro ilmiy-amaliy konferensiya materiallari.–Buxoro: Tadqiqot.uz, 2021.

Buxoro davlat universiteti O`zbekiston Respublikasi oliy va o`rta maxsus ta`lim vazirligi, O`zbekiston Respublikasi innovatsion rivojlanish vazirligi, O`zbekiston Respublikasi sog`liqni saqlash vazirligi, O`zbekiston Respublikasi tadqiqot.uz. markazi, Buxoro davlat universitetining Pedagogika instituti bilan hamkorlikda “Soha lingvistikasi: tilshunoslik va tibbiyot integratsiyasining muammolari, yechimlari hamda istiqbollari” mavzusida xalqaro ilmiy-amaliy konferensiya o`tkazdi.

O`zbek, rus, ingliz tillaridagi mazkur konferensiya materiallarida tilshunoslikda til, shaxs, jamiyat munosabatlari tadqiqi muammolari va innovatsion g`oyalar tizimini shakllantirish istiqbollari; o`zbek tili tibbiyot leksikografiyasi va terminologiyasini rivojlantirish ijtimoiy zaruriyat; tibbiyot ta`limida lingvokulturologiya va psixolingvistikaning ahamiyati hamda dolzarbligi; tibbiy birliklarning lingvopoetik tadqiqi; amaliy filologiyani rivojlantirish kabi mavzular doirasida mulohaza yuritilgan.

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Mazkur to`plamga kiritilgan maqolalar va tezislarning mazmuni, statistik ma`lumotlar hamda bildirilgan fikr hamda mulohazalarga mualliflarning o`zlari mas`uldirlar.

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Methodological approach in teaching process

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Abstract. This article describes the importance of perfectly organizing all skills in foreign language teaching. Modern methods and interactive methods will be carefully studied and applied. It is also important to increase the effectiveness of foreign language learning using modern methods, away from traditional teaching methods, and to use it as an effective teaching tool in the formation of language learning skills.

Key words: *teaching methods, techniques, communication, passive methods, active methods*

The teaching process is mainly based on two activities. They are imparting and receiving knowledge. In the first case, the teacher sends the information and the students receive it. Innovative methods are also involved in this process, and their goal is to evaluate the performance of teachers and students using new teaching methods and techniques, including the use of new teaching aids. It is known that the methodological approach to teaching foreign languages can be divided into three groups. They are passive methods, active methods as well as interactive methods. If we are talking here primarily about passive methods, it should be noted that in passive methods, the teacher is at the center of learning. He plays an active role, but the students are passive. Control can be done through questions, individual and control work, tests, etc., which can be useful if used by an experienced teacher.

Secondly, students are also active in Active Methods. Their role and activity in the process of interaction are equal. Students can ask questions; express their opinions with the teacher. Last but not least, it is the first interactive method or modernized form of approach active methods. Most teachers usually understand or envision cooperative action throughout the lesson. But here the focus should also be on internal actions. Learners need to have an internal motivation that motivates them to take an active part in active work or class. In an interactive way, the teacher's role is to focus students' activities on the lesson goal, which includes interactive exercises and tasks. Below are some types of interactive methods: Mental Attack. This is a technique for creating new ideas on a topic.

These methods encourage students to be creative in problem solving and express their ideas freely. Typically, different options for solving the problem are listed here. In a mental attack, the quantity of words is important, but the quality is not. The teacher should listen to all the words and not criticize them. Instead, it inspires students to give as many options as possible to solve the problem. The lack of criticism creates a favorable environment for students to express their opinions freely, and this certainly encourages them. At the end of the

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brainstorming, all the expressed words are written down and then analyzed. This type of interactive method requires you to study the study material on the topic before starting the discussion. Once students have learned the lexico-grammatical material on the topic, they can begin the discussion. This method helps students to express their ideas consistently and logically with the rationale for their ideas. Here, students work in small groups, which improve their performance, as each member of the group can express their ideas and participate in the discussion.

Forms of group work are as follows:

- a) the topic is selected (selected);
- b) students must have studied the chosen problem;
- c) groups are formed;
- d) the teacher gives instructions and announces the time;
- e) monitors the activity of students and, if necessary, helps and encourages them;
- f) At the end of the discussion, one representative from each group will make a presentation.

The next innovative method is a cluster. Today, this is one of the most widely used methods in teaching foreign languages. It can be used at all stages of teaching English to young and older students. When presenting new words, the teacher writes a new word on the board. And then the students say the words that can be used in conjunction with that word. For example: The teacher then gives the task of making phrases with the word “book”: my book, my good book, my interesting book, my favorite book, and so on. This method engages all students in active forms of work and motivation. It can be used to improve monologue speech habits and skills.

Role-playing is also one of the types of activities used in teaching innovative techniques. They were made to increase the effectiveness of teaching. Role-playing games engage students in active activities that have a positive impact on their internal activities. This creates a favorable environment for cooperative work. Such an atmosphere creates their motivation, personal potential for inner activity, and helps to shape practical skills and habits. Skills such as creativity, coping with difficult situations, ingenuity, self-management are formed and improved in role-playing. Role-playing has not only educational but also social purposes, as some life situations are created for teaching here. The teacher should follow these guidelines when using the role-playing method in foreign language teaching:

This is another innovative method. It is a combination of different media as text, audio and video materials, through which the teacher provides information to the students. In the process of problem-based learning as a teacher of information technology and an innovative teaching strategy, the teacher encourages students to active knowledge through real-life problems. Advantages of using multimedia education: has a positive effect on the formation of speech habits and skills. An effective conclusion revises the important elements of the lesson and links them to the goal. Reviewing and concluding ideas reinforces students' knowledge and improves retention of what has been learned. New ideas should not be included in the conclusion, as they may confuse readers at this time.

Traditional lesson planning finds more topics that students find useful. This means that students need to learn the grammar and vocabulary that teachers need to know, a lesson around activities that all students feel comfortable with and can relate to. It is important to make plans, skills and competencies. Thus, planning and design is not about what it teaches, but why it is taught, this approach uses individual skills and competencies to teach students materials that should meet their goals and objectives, separates, room, or perhaps more advanced tasks such as analyzing the film or discussing their views on country politics. The language taught in this approach revolves around the task itself, not the other way around. For this method to work, teachers need to understand their students' needs and expectations in order to design lessons that will help their students succeed. Grammar, vocabulary, and language skills are just tools that allow students to achieve end results.

Project-based approach

Like the task-based approach, the project-based approach is designed to meet the real needs of students by adapting the language to the skills and competencies they really need, both personally and professionally. This approach begins with setting an important goal for the individual or group of students. For example, if you are teaching a business English lesson, you need to consider why students in the classroom should start the lesson and plan accordingly. They had to prepare monthly accurate reports in English for several departments in their offices. Thus, we divided a single sample report into parts and analyzed each segment. Each student prepared the units as if they were real. In addition to filling in all the vocabulary and grammar needed to complete each section of the lesson, I discussed the challenges my students faced. Their final draft was a completed report that they could submit to the employer for approval, and the criteria for creating our report were based on their company manual. It was a lot of work, but we enjoyed it. This project can range from an oral presentation to a wide range of products such as classroom games. In any case, the project should consist of individual tasks that lead to goals in student assessment.

While the previous two approaches focused on the skills and competencies that students need to develop, this approach focuses on what language students should actually create. In particular, real words that students need to understand in order to complete specific tasks.

This approach is based on the language that students need to have for their needs. Professional students need very specific dictionaries for their fields. For example, "benefit" is an important term for business students, just as "scalpel" is the same for medical students. In addition, any other language taught outside of this target language should be effective and aimed at ensuring students' communication in their field.

Topics such as movies and hobbies, workplaces can take second place in issues such as booking a hotel or describing a work experience. However, there are common skills in all areas, such as saying your name or providing your personal information. Because this approach focuses on content, assignments and homework should be student-centered. So, the assessment should be based on what

the students actually achieved. Examples of these assessments include taking the time to write an application for a job or an interview.

This approach requires teachers to understand what students really need, focus on it, and then broaden students' worldviews as their communication skills develop. The good news is that there is very little research on this topic. Activities can range from customizing images and descriptions to working with dialogues. Describing their favorite seasons or even guessing what they can do in summer or winter can be a progressive twist.

Since almost everyone has an Internet connection or a data plan, banning smartphones can become a missed opportunity to further improve the learning experience. Smartphones can provide important tools such as dictionary, translator, and grammar apps. Just like computers, students need to understand that phones are used as a learning tool, not for play or personal use.

A good example of how smartphones improve learning in the classroom is a hunter-gatherer exercise. Here, students have to go through websites to find the information they need to fill out a worksheet. Students can also use their devices to access free, online exercises that reinforce the language and / or skills seen in the lesson.

The main problem here is to be creative when using smartphones. Students can record themselves in practice, which helps them get feedback on specific tasks and activities. This allows you to create surveys that students can easily answer using their phones. It can be used as an evaluation tool or as part of an activity portfolio. For example, students could even develop questionnaire questions, complete them, analyze the results, and then create a presentation of those results. Personally, I think one of the other ways to fit smartphones and tablets is without paper.

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Empowering languageskills through modern methods

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Abstract. This article describes to provide foreign language teachers with a brief overview of the interactive methods used at different stages of language skills development, especially the various tools aimed at developing students' cognitive skills.

Key words: *pronunciation, communicative trend, grammatical, supplementary*

One of the most effective sessions is a discussion on a variety of topics in this lesson. Discussions on professionally oriented topics are useful for students' future communication in the workplace, enriching their vocabulary in a specific area. The teacher should engage the students in a discussion after reading an article or text related to their future work. The teacher organizes and facilitates the discussion by forming questions, showing interesting, original ideas, conflicting issues, helping to resolve disagreements.

Brainstorming is a very effective discussion type that engages all students in the classroom. The teacher announces the topic, the purpose of the discussion, the rules for the participants, and the evaluation criteria for the ideas. Experts and secretaries are then elected or appointed. For example, the teacher said to the students of the Faculty of Economics: "Dear ladies and gentlemen! Our company's sales performance is not as good as last year. What could we do to attract customers?". Each student produces ideas written by secretaries.

The basic rule for both the teacher and the student is that criticism is forbidden. All ideas should be accepted at this stage. The teacher encourages student participation. Students can refine the ideas of their groupmates. They may even give up their thoughts and cling to another. Each student talks several times, but very briefly - in a minute. In the next stage of the activity, all the ideas are evaluated grouped and the most suitable ones are selected. To replicate a range of ideas, teachers can use the following methods: step brainstorming, brain writing, online brainstorming (brain networking), rolestorming, Crawford's Slip Written approach, and more.

Role-playing is one of the most popular techniques among foreigner language teachers. It has a great motivating factor and helps to energize the class. It is suitable for students of any age group or language level. Every student has a role to play; he fell into a situation that required communication. If a student is usually shy or doesn't want to talk, pretending to be someone else, he or she will participate with enthusiasm. Business play is a type of role-playing game with similar rules and procedures, but the difference is that students are involved in activities related to their future professional lives. Students have business functions, relationships, as they actually exist. Business games are an effective tool both for language learning and for teaching to work in higher education in the future.

Our university students are usually very eager to participate in business games because they are more mature and aspire to a future career. For example, we can

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