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DEVELOPING INDEPENDENT LEARNING ON ENGLISH OF MEDICINAL AND PHARMACEUTICAL STUDENTS VIA BLENDED LEARNING

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Abstract. In this article, it is described that some samples for organizing students independent learning in pedagogical circumstances, it is also mentioned to increase educational efficiency and motivate students learning English, which related to their profession with forming innovative atmosphere. Blended learning plays an important role to improve learning English independently for the medicinal and pharmaceutical students.

Key words: *blended learning, independent learning, continuing education, intensive working, individual approach, Moodle distance teaching system.*

It is known that today being on the top of the world market and the improvement of socio-economic ties, the intensification of international relations also depends on the quality and skills of personnel. However, in the training of specialists in various fields, graduates of non-philological education must have sufficient knowledge, skills and qualifications in their specialties, but their low-level knowledge of foreign languages is a major obstacle to the development of interior and external infrastructure. In particular, although the level of foreign language proficiency of future medicinal and pharmaceutical staff is expected to be B2, according to state educational standards, but it is impossible to say that the level of language skills of non-philological students fully meets these

requirements. One of the factors that make it difficult for specialists in the field of medicine and pharmacy to enter the world market is their low level of knowledge from foreign language. The analyses show that the majority corresponds to the range of A1 and A2 levels from four strands on English among the first year students of higher institutions. This situation puts a serious problem in teaching students with different levels of English on a single state program and the diversity of professional areas in non-philological educational institutions raises the issue of developing textbooks and manuals for them. The formation of textbooks and manuals requires taking into account of different areas in the professional, social innovations, the needs of students, levels of knowledge and the requirements of the customer. However, the insufficiency hours from English in non-philological areas indicates the usage of distance education is one of the most effective and expensive way for hours, which given for independent study for students from English subject. Therefore, the development of forms of distance education has become the main essence of pedagogy, and the organization of independent learning activities of students through distance learning has become a pedagogical necessity.

The study of students with different levels of English in non-philological universities requires the organization of foreign language classes based on the principles of differentiated, individualized, and corporate (collective) and collaborative (pair) principles of education, as well as approach independently to students' independent learning. In such a situation, the educator will have to balance the levels of students through continuous and intensive work based on an individualized approach to education. In this regard, the opportunities of distance education are very wide and in the opinion of S.A. Mukhanov, “individualization can give a student the opportunity to choose their own path to study a particular course”.

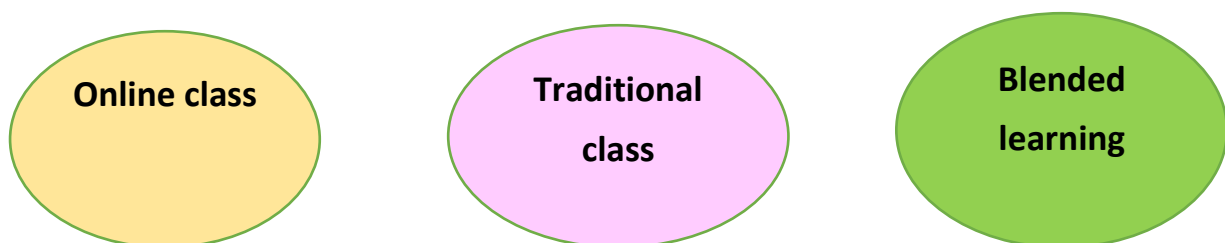
It should also be noted that the exchange of ideas between students also educate them for the qualities of collaboration, cooperation, learning from each

other and the sense of supporting each other. In the process of exchanging ideas, the students not only gather information provided by the teacher, but also have the opportunity to use the new thoughts and ideas of others. This process also increases their ability to analyze the independent opinions they have generated across their fields. However, in this case, the interaction of students and teachers will be somewhat limited. In particular, Natalia Serdyukova and Peter Serdyukov argue that in online education, students have limited contact with the teacher, few opportunities to collaborate with their peers, and no opportunity for critical communication due to a lack of continuous and coherent collaboration with other team members. However, this can be easily done in a live audience atmosphere. Therefore, distance education also has its own difficulties and disadvantages.

It was also seen that the opportunities for offline learning are great in the formation of aspects such as teacher-student interaction, demonstration of knowledge and skills in practice, motivation, competition. At the same time, the prospects and effectiveness of distance learning depend on the Internet and its slow working prevents the full use of all the opportunities of distance learning. In some cases, even teachers themselves have understood that only putting their lectures or tests is enough for teaching from distance. Therefore, the full transition to the online mode has slightly undermined the quality of education and quality training. Due to the pandemic period, the academic year, in September 2020, began in the online education system of all higher education institutions of the republic. After almost half a year of online learning experience, it was observed that the level of knowledge of students decreased, students lost motivation to study. The reasons for this are, firstly, the unpreparedness of professors and teachers for distance education, some teachers, who are highly experienced in their field and have high knowledge and potential, do not have enough knowledge of information technology and need to use a separate assistant for using different software platforms when teaching online, in some cases, students do not have sufficient financial budget and on the other hand they are not ready to study independently,

as a result of the inability to self-study and the inability to find a firm will to master the sciences independently, knowledge has become extremely empty. It was also acknowledged by the students that in traditional education, students' independent work outside the classroom is not at the required level, and its control is not organized correctly and objectively.

Today, the combination of online and offline education is the most convenient way to ensure the quality and effectiveness of education. The formed skills will be further strengthened and become qualifications. It seems that the situation that has arisen as a result of the conditions is leading to the reform of the educational process, a radical change in the attitude of both teachers and students to the educational process. Independent learning, creative approach to the acquired knowledge, individual work with each student, which is always behind the scenes, has become a basic principle of the educational process. In addition to online classes, educators have been able to constantly improve their skills through online webinars, conferences and seminars in their fields. As Nari Kim points out, the significant impact of offline learning combined with online learning is that many online courses focus on developing students' ability to work as part of a community and include presentations, projects, challenging situations, reports, debates, debates, debates, debates, debates, debates, debates, debates, debates, debates, debates, debates, debates, debates, debates, debates, debates [1, 171] (Look at the 2.1-picture):



2.1- picture. Forming of Blended Learning

In the Blended Learning the teacher will be able to provide students with some of the materials that are not developed in the classroom as independent work. This process requires individual work with students, as well as individual work

with students with low levels of foreign language skills and language skills, as well as the opportunity to give them assignments to work on those who have less language skills. Cem Balcikanli has also been able to engage students in the use of teaching materials through a combination of individual and pair research, to ensure a variety of classroom activities and homework through a variety of approaches, and to encourage students to work independently [2, 142]. It seems that in such a situation, the weight of independent work is growing and becoming more and more individualized. Of course, this also increases the desire and interest of students to learn.

The online environment provides students with ample opportunities to use additional internet resources to fill in the gaps in their four types of speaking activities. Independent work done and submitted online on the Moodle platform will be stored for a long time. The comments and grades are sent to the students individually. Topics not suitable for medical-pharmaceutical direction, high level of difficulty of exercises, development of speech activity and formation of students' creative activity through independent study are not taken into account, which shows that this textbook is mainly adapted for students of philology.

According to I.A. Popova, the peculiarities of teaching English in non-philological universities, sectoral concepts and terms of maximum consideration of specific field goals, their lexical-syntactic and grammatical features, oral and written texts focused on specific professional goals and objectives, situational tasks is given. Topics that reflect modern professional problems and ways to solve them in practice should be based on the selected grammatical materials, as well as take into account the possible situations of communication with native speakers [3, 67]. Teaching distance communication is more complex, and it may not be possible to fully ensure that students learn English perfectly. In this case, the selected teaching materials, methods of organizing the learning process, tools taken into account the interests, knowledge levels, personal and sectoral needs of language learners help the teacher to effectively organize and manage the independent learning process of



the subject. Independent learning of the language learner under the supervision of the teacher through distance learning becomes the leading subject of this process as an active participant who meets the requirements of educational technology from the subject of theoretical knowledge.

The main condition for the formation of independent work of students is the need to present the content and methods of teaching based on the practical needs of students, which requires in-depth study of medical and pharmaceutical goals and objectives, taking into account the interests and motivation of students. Lack of motivation extinguishes the desire of students to learn a language. Batunova's comments also confirm our opinion: “Projects, festivals, theaters, scientific conferences organized by the Department of Foreign Languages on the basis of the institute in order to increase student activity not only increase students' interest in learning a foreign language, but also help to develop teamwork and other skills necessary for future engineers. Keep in mind that all activities other than training classes take a lot of time to prepare. But even the least participation in activities gives the student a sense of accomplishment, and when he succeeds, his activity increases, which leads to an increase in motivation” [4, 121]. Such increases in student motivation are especially noticeable when preparing presentations and when the student is working in groups. Collaborative creative activities bring students together and teach them to work collaboratively in a competitive environment. It also develops students' ability to speak in front of a large audience, expressing their opinions or critical views to people. Speaking in English, in particular, leads to a strengthening of self-confidence. Definitely, such requirements pose a challenge for the 1 course students with a lack of knowledge from English. For example, it may not be difficult for the 1 course students to gather new information if it is in their native language, but it is difficult to collect and analyze data in a foreign language and at the same time weaken motivation for subject.

The use of authentic materials enriched with real-life examples in the organization of independent work, the formation of basic skills in students for independent work is one of the first important issues. In the second place, it is effective to teach students to work together, to acquaint them with the production environment, to demonstrate team role-playing games on social and sectoral topics, to prepare interviews in hospitals, pharmacies, factories and organizations. The formation of such independent activity in medical-pharmaceutical students not only helps them to learn English effectively, but also helps to develop their professional competence. According to I.V. Sokolova, distance education is designed to realize the right to education and knowledge, and provides equal opportunities for education through more active use of the scientific and educational potential of leading universities, institutes, training centers, additional education centers and other educational institutions. Distance education leads to the creation of favorable conditions for the development of the student as an individual by reducing the number of theoretical lessons and increasing the focus on independent study of the material. Distance learning provides students with the opportunity to quickly learn in a new environment, interact with each other at a distance, perform tasks intensively, study unexplored materials, increase their knowledge in new areas without limiting their area of interest [5, 98; 134]. For students studying in higher education institutions, it is necessary to make changes in the organizational aspects of independent work on the subjects covered at the end of each semester. Definitely, the teaching of English in the field of medicine and pharmacy is served based on modern methodological concepts aimed at improving the level of knowledge of students in the design of independent learning activities through distance learning, methodical recommendations enriched with authentic materials taking into account the interests of students.

Conclusion: to increase the effectiveness of independent learning, first of all, it is necessary to inform and didactic design of independent study hours and develop its methodological support. It should reflect the place of knowledge in the



project, what principles and principles of didactics should be followed in the process, what types and stages of lessons, what methods, information technology and didactic materials should be used in the learning process.

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