

INTERACTIVE TEACHING OF ENGLISH IN MEDICINE

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Abstract: *This article is written about learning English in medicine with interactive methods. In addition, students need to have one of the foreign languages, as well as use their language knowledge real life. But it is not always possible to effectively and comprehensively study the necessary terms. The article analyzes the ways of solving this problem.*

Key words: *Modern education, interactive teaching methods, methodological principles, "Lecture" method, "Role play" method, "Discussion" method.*

The knowledge of English language is increasingly important in the world today. English language is one of the essential components of modern education, and is part of the curricula of all study programs in all medical institutes of the Republic of Uzbekistan.

The main direction of modern education – the search for innovative forms and methods of teaching aimed at improving the quality of training of specialists and self-improvement of students. Some of them are interactive teaching methods. Interactive learning - learning based on the interaction of all students, including the teacher. Interactive methods are most appropriated personality-oriented approach, since they involve co-learning (collective, learning in cooperation), while both the student and the teacher are subjects of the educational process. The teacher often acts as an organizer of the learning process, group leader, facilitator, creator of conditions, for the initiative of students. Interactive learning is based on the direct interaction of students with their own experience and the experience of their colleagues. New knowledge and skills are formed on the basis of such experience. An important condition is the maintenance of an atmosphere of benevolence and mutual support in the process of cooperation, which allows not only to gain new knowledge, but also to develop cognitive activity. The main goals of interactive learning are to increase the effectiveness of the educational process, increase motivation to study the discipline, the formation and development of professional, communication skills, analysis and reflective manifestations, mastery of modern and technical means and technologies of perception and processing of information.

The main methodological principles of interactive learning are:

- careful selection of working terms, educational, professional vocabulary, conventional concepts;
- a comprehensive analysis of specific practical examples of professional activity, in which students perform various role functions;
- maintenance by all students of continuous visual contact with each other;

- active use of technical teaching aids, with the help of which educational material is illustrated;
- constant maintenance by the teacher of active intergroup interaction;
- the teacher's intervention in the course of the discussion in case of unforeseen difficulties, as well as in order to explain new provisions for students;
- intensive use of individual abilities when working in small groups;
- observance of the rules of work in a group, formulated by the students themselves;
- implementation in the learning process of “expectations” of students;
- training in decision making in conditions of a certain regulation. Classification of interactive teaching methods includes the following:

Lecture is one of the most commonly used methods of teaching in medical education. However, the one-way communication during lectures does not influence the students' behavior. It leads to loss of interest in the topic among students, who are supposed to be the future competent doctors. Introducing interactive techniques during lecture can promote learner participation and as a result, can lead to a higher level of learning. Interaction between teacher and students is must for improving the traditional teaching methods like lectures. Interactivity can promote active learning, improves motivation as well as attention and can gives feedback to both teacher and student. Interactive learning activities actively engage the listener, and encourage the students for self-directed learning. They will be more attentive and motivated during interactive lectures. Interactive teaching can be done using large group, small groups, pairs, and individuals. Methods used in the study are think-pair-share, buzz sessions, case-based learning, and pass the problem.

Role play is one of the teaching methods in which participants play different roles based on situations related to the topic of the lesson. The purpose of using a role-playing game is to conduct a demonstration of specific types of activities or to practice certain skills, as well as to consolidate the acquired knowledge. With the help of a role-playing game, you can determine the presence of tactical and (or) strategic thinking, the ability to analyze your own capabilities and build appropriate line of behavior, opportunities and motives of other people, to influence their behavior. Role-playing includes the following stages:

- 1) focusing (concentration of attention, motivation for active participation, explanation of the goals of the game);
- 2) plan and rules of the game;
- 3) division into groups (defining tasks for each group);
- 4) distribution of roles;
- 5) preparing for the game;
- 6) role play;
- 7) feedback.

The goal of small group work is to increase the degree of involvement and students in the educational process. This method of interactive learning provides participants with the opportunity to exchange experiences and opinions, expand knowledge. When working in small groups, the focus is shifted from the teacher to the participants, and all students are involved in the work.

Discussion is a highly effective method for consolidating knowledge, creative comprehension of the studied material and the formation of value orientations. This is a focused discussion of a specific problem, accompanied by an exchange of views, ideas between two or more persons. One of the main tasks of the discussion is not so much a comprehensive and deep solution to the problem, but rather encouraging the participants to think about it, and also to analyze, and possibly revise their beliefs and ideas, clarify and define your position, learn to defend your own point of view in a reasoned manner and at the same time be aware of the right of others to have their own view of the problem under discussion, to be individually. Discussion can be spontaneous (not regulated), free (minimum degree of regulation) and controlled (there are speakers whose position is known in advance). The technique of guided discussion includes: a clear definition of the goal, predicting the reaction of opponents, planning one's own behavior, limiting the time for speeches and their given sequence. We use the following forms of discussion: round table, expert group meeting, forum, symposium, debate, cross discussion, group discussion, etc.

Studying with interactive activities is a great source of learning especially when they are incorporated with specific educational components and outcomes. It is accepted by almost all teacher communities around the world that interactive teaching methods help in self-directed learning among students and better retention of topic. Interactive teaching methods modify the role of a teacher from provider of information to the facilitator of educational process. Although there are certain challenges and barriers in implementation of interactive teaching in medical curriculum, they can be addressed with proper planning and training of stake holders.

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