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<p>MUASSIS: Qo‘qon davlat pedagogika instituti</p> <p>Qo‘qon DPI. ИЛМИЙ ХАВАРЛАР- НАУЧНЫЙ ВЕСТНИК. Кокандский ГПИ. Jurnal bir yilda o‘n ikki marta chop etiladi.</p> <p>O‘zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiya agentligida 2020-yil 9-iyulda 1085 raqam bilan ro‘yxatga olingan.</p> <p>Jurnaldan maqola ko‘chirib bosilganda, manba ko‘rsatilishi shart.</p> <p>"Qo‘qon DPI. Ilmiy xabarlar" ilmiy jurnali OAK Rayosatining 2021-yil 31- martdagi qarori bilan OAK ilmiy nashrlar ro‘yxatiga kimyo, biologiya, filologiya, tarix, 2023-yil 5-maydagi №337/6 sonli Rayosat qarori bilan Pedagogika hamda 2024-yil 8-maydagi 5/7-sonli OAK tartib qoida komissiyasi qarori bilan Jismoniy madaniyat, psixologiya va san‘atshunoslik fan tarmoqlari bo‘yicha milliy nashrlar sifatida kiritilgan.</p> <p>Tahririyat manzili: 150700, Qo‘qon shahar, Turon ko‘chasi, 23-uy. Tel.: (0373) 542-38-38. Сайт: www.kspi.uz journal.kspi.uz ISBN: 978-9943-7182-7-2 "CLASSIC" nashriyoti 2025</p>	<p>TABIIY FANLAR</p> <p>И.И.Гибадуллина, кандидат биологических наук, (РФ) Sh.S.Nomozov, texnika fanlari doktori, professor, akademik (O‘ZB) V.U.Xo‘jayev, kimyo fanlari doktori, professor (O‘ZB) I.R.Asqarov, kimyo fanlari doktori, professor (O‘ZB) A.A.Ibragimov, kimyo fanlari doktori, professor (O‘ZB) S.F.Aripova, kimyo fanlari doktori, professor (O‘ZB) Sh.V.Abdullayev, kimyo fanlari doktori, professor (O‘ZB) B.Yo.Abduganiyev, kimyo fanlari doktori, professor (O‘ZB) A.E.Kuchboyev, biologiya fanlari doktori, professor (O‘ZB) M.T.Isog‘aliyev, biologiya fanlari doktori, professor (O‘ZB) V.Yu.Isaqov, biologiya fanlari doktori, professor (O‘ZB) T.O.Turginov, biologiya fanlari bo‘yicha falsafa doktori (PhD), dotsent (O‘ZB) A.M.Gapparov, kimyo fanlari bo‘yicha falsafa doktori (PhD), dotsent (O‘ZB) I.I.Oxunov, kimyo fanlari bo‘yicha falsafa doktori (PhD) (O‘ZB) A.Ж.Хусанов-физика-математика fanlari nomzodi, docent (O‘ZB) O.A.Turdiboyev, biologiya fanlari bo‘yicha falsafa doktori (PhD), dotsent (O‘ZB) G‘.M.Ochilov, kimyo fanlari doktori, professor (O‘ZB) B.No‘monov, texnika fanlari bo‘yicha falsafa doktori (PhD), dotsent (O‘ZB) M.Madumarov, biologiya fanlari bo‘yicha falsafa doktori (PhD), dotsent (O‘ZB)</p> <p>FILOLOGIYA FANLAR</p> <p>Huseyin Baydemir filologiya fanlari doktori, professor, (TR) И.А.Киселёва, доктор филологических наук, профессор (РФ) В.В.Борисова, доктор филологических наук, профессор (РФ) К.А.Поташова, кандидат филологических наук, доцент (РФ) Э.Р.Ибрагимова, кандидат филологических наук, доцент (РФ) S.Muhammedova, filologiya fanlari doktori, professor (O‘ZB) G.Israilov, filologiya fanlari nomzodi, dotsent (O‘ZB)</p> <p>IJTIMOIIY FANLAR</p> <p>Л.Г.Насырова, кандидат исторических наук, доцент (РФ) З.В.Галлямова, кандидат исторических наук, доцент (РФ) D.N.Abdullayev, tarix fanlari doktori (DSc), dotsent (O‘ZB) M.Rahimov, tarix fanlari doktori (DSc), dotsent (O‘ZB)</p> <p>PEDAGOGIKA FANLAR</p> <p>Р.Ф.Ахтариёва, кандидат педагогических наук, доцент (РФ) Н.Н.Масленникова, кандидат педагогических наук, доцент (РФ) Л.А.Максимова, кандидат педагогических наук, доцент (РФ) X.I.Ibragimov, pedagogika fanlari doktori, professor, akademik (O‘ZB) B.X.Xodjayev, pedagogika fanlari doktori, professor (O‘ZB) B.S.Abdullayeva, pedagogika fanlari doktori, professor (O‘ZB) N.A.Muslimov, pedagogika fanlari doktori, professor (O‘ZB) N.M.Egamberdiyeva, pedagogika fanlari doktori, professor (O‘ZB)</p>



EVALUATING THE TEACHING SYSTEM, LANGUAGE PROFICIENCY STANDARDS, AND THE DEVELOPMENT OF SPECIALIZED MEDICAL ENGLISH VOCABULARY THROUGH PROFESSIONAL TEXTS

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Аннотация В данной работе рассматриваются подходы к оценке системы преподавания английского языка в медицинских вузах Республики Узбекистан, включая критерии языковой подготовки, эффективность учебных материалов и дидактических подходов. Особое внимание уделяется развитию специализированной медицинской лексики у студентов на основе профессиональных текстов, а также использованию аутентичных материалов и инновационных педагогических технологий. Проведен анализ методик обучения, уровня владения языком у студентов и соответствия образовательных ресурсов требованиям медицинского образования. На основе полученных данных предложены рекомендации по совершенствованию системы преподавания английского языка в медицинских вузах.

Ключевые слова: английский язык, медицинское образование, профессиональные тексты, специализированная лексика, языковая подготовка, учебные материалы, аутентичные материалы.

Abstract This study explores approaches to evaluating the English language teaching system in medical universities of the Republic of Uzbekistan, including language proficiency standards, the effectiveness of educational resources, and didactic approaches. Special emphasis is placed on the development of specialized medical English vocabulary through professional texts, as well as the use of authentic materials and innovative pedagogical technologies. The research analyzes teaching methodologies, students' language proficiency levels, and the alignment of educational resources with the needs of medical education. Based on the findings, recommendations are provided for improving English language instruction in medical universities.

Key words: English language, medical education, professional texts, specialized vocabulary, language proficiency, educational materials, authentic materials.

Annotatsiya Ushbu ishda O‘zbekiston Respublikasi tibbiyot oliy o‘quv yurtlarida ingliz tili o‘qitish tizimini baholash yondashuvlari, jumladan, til tayyorgarligi mezonlari, ta’lim resurslarining samaradorligi va didaktik yondashuvlar ko‘rib chiqilgan. Talabalarda kasbiy matnlar asosida tibbiy sohadagi ixtisoslashgan leksikani rivojlantirish, shuningdek, autentik materiallar va innovatsion pedagogik texnologiyalardan foydalanish masalalariga alohida e’tibor qaratilgan. O‘qitish uslublari, talabalar til kompetensiyasi darajasi va o‘quv materiallarining tibbiy ta’lim talablari bilan mosligi tahlil qilingan. Olingan natijalarga asoslanib, ingliz tili o‘qitish tizimini takomillashtirish bo‘yicha tavsiyalar berilgan.

Kalit so‘zlar: ingliz tili, tibbiy ta’lim, kasbiy matnlar, ixtisoslashgan leksika, til tayyorgarligi, o‘quv materiallari, autentik materiallar.

Introduction. In the contemporary landscape of higher medical education, the acquisition of foreign language proficiency, particularly in English, has become an indispensable component of professional training. This growing emphasis stems from the increasing globalization of the medical field, where English serves as the dominant lingua franca for academic research, clinical practice, medical conferences, and interdisciplinary collaboration. Consequently, ensuring that future medical professionals attain a high level of linguistic competence is not merely an academic requirement but a strategic necessity that directly impacts their ability to engage with international advancements, contribute to scientific discourse, and provide quality patient care in multilingual settings. Recognizing the critical role of language proficiency in the medical sector, the government of Uzbekistan has implemented substantial reforms aimed at strengthening English language education within medical universities. One of the most pivotal legislative measures in this regard is Presidential Decree No. PP-4310, issued on May 6, 2019, which outlines a comprehensive strategy for the advancement of medical and pharmaceutical education. Within this decree, Article 7 establishes a specific national objective: by the year 2030, a minimum of 55% of medical professionals in Uzbekistan must possess foreign language proficiency at an intermediate level or higher. This ambitious benchmark reflects the government’s commitment to enhancing the global competitiveness of its healthcare workforce, ensuring that medical graduates are equipped with the linguistic skills necessary to engage in international medical research, participate in cross-border collaborations, and integrate into the global healthcare ecosystem. However, achieving this ambitious objective requires a multifaceted approach that addresses not only the curriculum and pedagogical strategies but also the assessment frameworks and learning resources that underpin English language instruction in medical universities. One of the primary challenges lies in establishing standardized evaluation criteria that accurately reflect students' ability to apply English in professional medical contexts. Unlike general language assessments, which focus primarily on grammar and vocabulary, medical English proficiency must be measured in terms of functional competence, including the ability to comprehend complex medical texts, engage in precise doctor-patient communication, interpret diagnostic reports, and participate in interdisciplinary

case discussions. This necessitates the development of specialized assessment tools that align with international medical education standards, ensuring that graduates possess the linguistic competencies essential for contemporary medical practice. In addition to assessment improvements, the methodologies employed in English language instruction must evolve to meet the unique demands of medical education.

Furthermore, the selection and development of educational resources play a pivotal role in the effectiveness of English language instruction in medical universities. Given the specialized nature of medical English, conventional language textbooks may be insufficient for preparing students for the linguistic complexities of the healthcare profession. Instead, the use of authentic medical materials, such as peer-reviewed research articles, clinical guidelines, patient records, and video-based medical consultations, can provide students with immersive exposure to the kind of language they will encounter in their future practice. Advances in digital learning technologies, including AI-driven language platforms, virtual patient interactions, and interactive medical English applications, offer further opportunities to enhance the acquisition of professional medical terminology and communication skills.

Ultimately, the successful implementation of English language education reforms in medical universities requires a comprehensive and systematic approach that aligns teaching methodologies, assessment strategies, and learning materials with the real-world demands of medical communication. By integrating innovative pedagogical models, evidence-based assessment practices, and cutting-edge educational technologies, Uzbekistan can ensure that its future medical professionals are equipped with the linguistic competence necessary for global engagement, research collaboration, and high-quality patient care in international healthcare settings.

Challenges in Implementing Effective Language Education in Medical Universities

Achieving the language proficiency targets set by the presidential decree necessitates the systematic development of effective pedagogical methodologies and the establishment of rigorous assessment frameworks within medical universities. Unlike conventional foreign language instruction, where the focus is primarily on general linguistic competence, English language education in medical institutions must address a far more specialized set of skills. Medical students are required not only to acquire fundamental English language abilities but also to develop proficiency in medical discourse, which involves the accurate comprehension, interpretation, and application of specialized terminology, scientific texts, and professional communication strategies.

To meet these demands, assessment systems must evolve beyond traditional language proficiency tests and integrate context-specific evaluation criteria that reflect the real-world linguistic challenges faced by medical practitioners. These criteria should encompass the ability to:

- Comprehend and analyze medical literature, including research articles, clinical case studies, and pharmacological guidelines.

- Engage in professional discussions with colleagues, patients, and international medical professionals using precise and contextually appropriate language.

- Apply medical terminology fluently and accurately in both written and spoken communication, ensuring clarity and precision in clinical documentation and patient interactions.

- Interpret diagnostic reports, laboratory findings, and treatment protocols in English, which is crucial for understanding and implementing global best practices in healthcare.

The Role of the Credit-Modular System in Enhancing Language Learning Outcomes

In alignment with global trends in higher education, Uzbekistan’s transition to a credit-modular system has introduced a more structured and outcome-oriented approach to medical training. This shift has significantly influenced the methodologies used to teach and assess English proficiency, as it necessitates continuous monitoring of student progress, competency-based evaluations, and the integration of interdisciplinary learning components.

Under this system, English language education is no longer treated as an auxiliary subject but is increasingly embedded within the core medical curriculum, enabling students to acquire linguistic skills in direct relation to their field of study. This integration is crucial for fostering active language immersion, where students engage with authentic medical texts, case simulations, and patient scenarios in English, thus reinforcing their ability to use the language in professional settings.

Furthermore, the modular structure allows for adaptive learning pathways, where students can progress at their own pace and receive targeted support based on their individual language proficiency levels. By incorporating interactive methodologies, such as problem-based learning (PBL), role-playing exercises, and simulated clinical interactions, medical universities can enhance both the practical applicability and retention of linguistic knowledge among students.

Alignment with International Educational Standards and Best Practices

The global standardization of medical education necessitates that Uzbekistan’s medical universities align their language training programs with international benchmarks to ensure that graduates meet the competency expectations of the global medical community. One of the most influential frameworks in this regard is the WFME (World Federation for Medical Education) Global Standards for Quality Improvement in Medical Education. These standards emphasize the integration of critical thinking, scientific analysis, and professional communication skills into the curriculum, all of which are intrinsically linked to effective English language education.

Medical professionals operating in an international context are expected to:

- Critically evaluate clinical data and medical research published in English, which remains the dominant language of medical journals, guidelines, and evidence-based practice.

- Engage in multidisciplinary collaboration, both within and outside of Uzbekistan, by participating in medical conferences, exchange programs, and collaborative research projects.

- Utilize digital and technological tools that are predominantly English-based, including electronic health records (EHRs), telemedicine platforms, and medical AI systems.

Given these imperatives, the modernization of English language education within Uzbekistan’s medical institutions must prioritize curriculum innovation, faculty training, and resource development to ensure that students are prepared for the linguistic demands of contemporary medical practice.

Strategic Recommendations for the Future

To enhance *the effectiveness and efficiency* of English language education in medical universities, several strategic measures should be considered:

1. Integration of Medical English into the Core Curriculum
 - Develop specialized courses that focus on clinical communication, medical terminology, and research writing rather than general English proficiency.
2. Implementation of Competency-Based Assessment Methods
 - Design assessment tools that evaluate students’ ability to apply English in medical contexts, including simulated patient interactions, case presentations, and professional writing tasks.
3. Expansion of Authentic Learning Resources
 - Utilize medical TV series, documentaries, and digital simulations as supplementary materials to provide real-world linguistic exposure.
4. Strengthening Faculty Development Programs
 - Ensure that language instructors and medical educators receive specialized training in Medical English pedagogy to deliver targeted and contextually relevant instruction.
5. Leveraging Technological Innovations
 - Incorporate AI-powered language learning platforms, virtual patient simulations, and online collaboration tools to enhance interactive learning experiences.

Conclusion

The pursuit of excellence in medical education demands a comprehensive and adaptive approach to English language training. By aligning with international standards, leveraging modern pedagogical strategies, and integrating authentic learning experiences, Uzbekistan’s medical universities can ensure that their graduates possess the linguistic competence necessary for global engagement and professional success. Ultimately, the enhancement of English language education will not only facilitate the academic and professional growth of medical students but will also contribute to the broader goal of strengthening Uzbekistan’s presence in the international medical community.

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