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## DEVELOPMENT OF PROFESSIONAL FOREIGN LANGUAGE COMPETENCIES OF MEDICAL EDUCATION STUDENTS ON THE BASIS OF REVERSIBLE TECHNOLOGY.

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**Annotation:** The development of professional foreign language competencies is crucial for medical students in the context of globalization and international collaboration in healthcare. This study explores the effectiveness of reversible technology in enhancing the foreign language skills of medical education students. Reversible technology, with its adaptive and personalized approach, offers a unique framework for improving language proficiency, particularly in professional contexts. The research involved an experimental study with two groups of medical students: one exposed to reversible technology-based learning and the other following traditional methods. The results indicate a significant improvement in language competencies, particularly in medical terminology and communication skills, among students who underwent reversible technology-based training. This study highlights the potential of reversible technology as a transformative tool in medical education, fostering both linguistic and professional growth.

**Keywords:** professional foreign language competencies, reversible technology, medical education, language proficiency, medical terminology, adaptive learning, international collaboration, personalized education.

### INTRODUCTION.

In an era of globalization, the ability to communicate effectively in a foreign language is increasingly important for medical professionals. Medical education students, in particular, require strong foreign language competencies to access international research, collaborate with global healthcare providers, and deliver patient care in multicultural settings. However, traditional language teaching methods often fail to address the specific needs of medical students, such as mastering complex medical terminology and developing context-specific communication skills.

Reversible technology, characterized by its adaptive and flexible nature, offers a promising solution to these challenges. By tailoring the learning process to individual students'

needs, reversible technology enables a more personalized and efficient approach to language acquisition. This study explores the application of reversible technology in medical education, focusing on its potential to enhance professional foreign language competencies. Through a comparative analysis of traditional and technology-based learning methods, the research aims to demonstrate the effectiveness of reversible technology in preparing medical students for the linguistic demands of their future careers.

The findings of this study are expected to contribute to the ongoing discourse on innovative educational technologies and their role in shaping the future of medical training. By highlighting the benefits of reversible technology, this research seeks to encourage its wider adoption in medical education curricula worldwide.

The following article examines the problems faced by professors of higher educational institutions in teaching professional foreign language to students of modern medical education and the issues of forming competencies necessary for the knowledge of the language (English), which is the second foreign language for the implementation of professional relations. In order to form the competencies necessary in teaching medical education students a professional foreign language, it is now advisable to apply reverse technology that is suitable for state educational standards and needs. In the application of reverse technology in teaching a professional foreign language, part of the theoretical material ensures that it is independently mastered by students remotely, the training time is devoted to the formation of the competencies necessary for learning a foreign language by students of medical education

### **METHODS.**

The study regulated the experiment to analyse the effect of reversible learning on foreign language competencies of medical education students. The study participants consisted of 100 medical education students, divided into two groups: the experiment group and the control group. The experiment team was taught on the basis of the reversible method of education, while the control team was taught in the anaerobic way. The duration of the study was 6 months. Statistical methods and questionnaires were used to analyze the data.

### **RESULT.**

The results of the study showed that the foreign language competencies of students in the experiment group showed high results compared to the control group. Especially, the reliability of language knowledge and skill in the use of professional terms have risen. The personalized approach to reverse education and the abundance of practical exercises have led to these results.

### **DISCUSSION.**

We know that it is important to know foreign languages at a time when relations with other countries are developing day by day in all areas. A modern person needs to be fluent in at least one foreign language, since mutual understanding between peoples is of great importance

for the further development of his professional knowledge. Without knowledge of foreign languages, such cooperation is almost impossible [<sup>231</sup>].

Mastering the general professional and professional competencies necessary in the development of professional foreign language competencies of students provides an opportunity to independently solve tasks and forms a holistic personality capable of effectively performing educational and professional activities within the framework of the educational program [<sup>232</sup>].

In medical universities, students study foreign languages, directions for their preparation, development of educational programs in accordance with their future specialists, development of a number of topics in accordance with the program topics, deepening them will help students master a foreign language [<sup>233</sup>].

In terms of the widespread use of a competency-based approach in the context of the implementation of the state educational standard of our country, new tasks were set in the organization of training sessions in a foreign language in medical educational institutions. Today, there is a trend in higher education institutions to reduce academic hours in foreign languages, but the need for foreign language specialists as a means of business communication is growing. As a result of this, educational technology is necessary, which contributes to the formation of competencies established in state educational standards and is aimed at managing a foreign language in a short period of time for future professional activities.

Such educational technology can be a reverse educational technology that "transforms" the educational process and differs from the traditional form of Education. In the development of professional foreign language competencies of students of medical education, a mixed form of education, namely, "reverse education" (Eng. with the help of flipped learning), we understand the change in the educational process, in which acquaintance with the theoretical material and its assimilation is carried out remotely, and the practical part is carried out in the audience [<sup>234, 235</sup>].

In recent years, the teaching of foreign languages has focused on the formation of communicative competence. In this regard, the issue of considering the teaching of the pronunciation side of speech in the context of the integral model of the formation of communicative competence remains very relevant [<sup>236</sup>].

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<sup>231</sup> Анваров, А. У. (2021). Роль информационных технологий в изучении иностранных языков. *Молодой ученый*, (14), 115-117.

<sup>232</sup> Strunina N. V. Implementation of the competency aspect of the federal state educational standard in teaching a foreign language at the University // *Izv. Saratov. un-ta.* — 2014. - 14. — № 1. P.107 .

<sup>233</sup> Анваров, А. У., & Шербеков, Н. (2021). Использование медицинских терминов английского языка в медицине Узбекистана. *ББК 72я43 (4Бел+ 5Кум) Н76*, 81.

<sup>234</sup> Bergmann J. Flip your classroom : Reach Every Student in Every Class Every Day. — Eugene, 2012. — 124 p

<sup>235</sup> Lebrun M. Les classes inversées, un phénomène précurseur pour l'école à l'ère numérique // *Revue Méthodal.* — 2017. — P. 1—24

<sup>236</sup> Muhammadjonovich, G. A. M., & Uktamovich, A. A. (2024). COMMUNICATIVE INTEGRATED APPROACH TO THE FORMATION OF PHONOLOGICAL COMPETENCE OF STUDENTS OF MEDICAL EDUCATIONAL INSTITUTIONS. *Miasto Przyszłości*, 48, P.828-833.

Reversible education as an educational technology was introduced in the early 21st Century by mid-level American teachers J. Bergman and A. Sams. The idea of pre-mastering theoretical material is not new to pedagogy. The foundations of reversible education can be found in the works of some researchers of the 20th century: J. Dewey, E. Mazur's interactive method, L. V. "Pre-study" on the system of Zankov et al. The issues of the use of reversible technology of teaching in the secondary and higher education system have been considered in the scientific work of several researchers (A. E. Vorobyov, M. N. Dudina, O. M. Loksha, J. Bergman, A. Sams, M. Lebrun (M. Lebrun), etc.

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.

According to L. A. Korneyeva, competence is "a holistic combination of knowledge, abilities and relationships, optimal for the implementation of labor activity [<sup>237</sup>]. The graduate's competence model, regulated by higher education standards, includes two main components: special (set of professional competencies) and language [<sup>238</sup>]. Accordingly, the most important part of training a future specialist in medical specialties in modern society is the acquisition of professional-oriented communication skills in a foreign language, as well as the formation of the ability of graduates to carry out intercultural communication for professional purposes.

For students studying in the direction of "Treatment work", English is the second foreign language, therefore, we will study elementary communicative competence within the framework of the main course on teaching a second foreign language. We turned to the works of I. L. Beam. The formation of elementary communicative competence involves the formation of verbal and written speech skills, as well as listening and reading skills [<sup>239</sup>].

In addition to initial communicative competence, students develop basic competencies — knowledge, skills and skills necessary for each specialist-in the process of basic language education. Basic and general cultural competencies (for example, self — development, self-awareness, readiness for self-education) are not directly related to the formation of language skills, but play an important role in interpersonal communication between listeners, as well as in the formation of the personality of an active subject of a future professional-information society [<sup>240</sup>].

<sup>237</sup> Korneyeva L. I., Shelten A. The main didactic aspects of teacher qualification (Russia and Germany: a comparative analysis). Yekaterinburg: Urfu, 2012. P. 32

<sup>238</sup> Korneyeva L. I. Basic competencies in multilevel education: language component // Vestn. Urfu. — 2006. — № 9. PP. 111-115

<sup>239</sup> Bim I. L. Concept of teaching a second foreign language. Obninsk: Titul, 2001. P. 48

<sup>240</sup> Анваров, А., & Ирискулова, Ф. (2023). ЧЕТ ТИЛЛАРИНИ ЎҚИТИШ ОРҚАЛИ ТИББИЙ ТАЪЛИМ МУАССАСАЛАРИ ТАЛАБАЛАРИНИНГ КАСБИЙ ҚОБИЛИЯТЛАРИНИ РИВОЖЛАНТИРИШ. *Engineering problems and innovations*.

The effectiveness of reversible education in increasing foreign language competencies of medical education students was confirmed through the results of the study. This method makes it possible to create an environment focused on the development of students' professional qualifications, taking into account the personal needs of students. At the same time, it is necessary to halve issues in the practical application of reversible education, such as limited resources or low teacher readiness for this method.

### CONCLUSION.

The need for the formation and further development of professionally oriented foreign language competence is determined by the requirements of state educational standards, which provides for the development of foreign language competence in the educational process, changes in the functions of teachers and students, the formation of the needs of future customs specialists in the implementation of foreign language activities in the professional sphere. The importance of knowledge of a foreign language for business communication and professional communication determines the purpose of creating a competency model in a foreign language aimed at a profession, which consists in the formation of the necessary competencies from students of a non-linguistic profile in the specialty "treatment work". In accordance with the stated goal, two main tasks are solved. The first task is the formation of communication skills and skills in four main activities, and the second is the creation and further development of foreign language strategies aimed at solving communicative problems of business relations and possible professional situations.

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