



Psychological and Linguistic Aspects of Teaching English to Paramedicine Students of Medical Institutes

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Article History	Abstract
Received: 06 June 2023 Revised: 15 Sept 2023 Accepted: 27 Oct 2023	<i>The practical purpose of teaching a foreign language in this field is to master the types of speech activities and to form the skills and abilities of oral (speaking and listening comprehension) and written (reading and writing) communication in a foreign language. The purpose of receiving or giving information creates the need for communication. Thus, in reading, a content plan (the meaning of the text) and a procedural plan (how to read the text and make it sound) are distinguished.</i>
CC License CC-BY-NC-SA 4.0	Keywords: <i>Receptive and Reproductive Type, Procedural and Substantive Aspect, Letters, E-Mails and Other Messages, Cover Letters, References and Job Applications, Essays, Stories, X Features, Reviews of Books and Film</i>

1. Introduction

In terms of the content, the result of the activity is understanding and re-delivering the text (writing), in the procedural sense - the process of integration of the reading and writing processes itself, that is, the interrelationship of graphemes with phonemes, the formation of internal speech hearing, external pronunciation, reduction of internal pronunciation, etc. to a meaningful plan (i.e. understanding). A good procedural reading and writing plan should be developed for transfer. In the foreign language in medicine teaching methodology, exercises are divided into receptive and reproductive types. Examples of receptive exercises are listening comprehension and reading exercises. Reproductive exercises include speaking and writing exercises.

Integrating reading and writing competencies will develop paramedicine students professionally. The uniqueness of reading, unlike other aspects of the language, provides the opportunity to re-learn the learned topic at any time. In order to strengthen the learned text, it is appropriate to deal with the aspect of writing based on one topic, because when the two processes are combined, learning the topic is an interesting, enjoyable, joyful, but time-consuming task. In this case, the student will have the opportunity to work independently.

Reading is a receptive process like listening, while writing is an information-giving event like speaking. Therefore, many of the points made about reading and writing also apply to the two additional aspects mentioned above. For comparison, we present the process of speech perception in the process of reading, writing, speaking and listening in the form of a table.

Table 1.1

No	Reading	Listening	Writing	Speaking
1	There is an option to re-master the text	Information will take a certain amount of time to arrive	Data retention is high	Data delivery speed is available
2	Time is at the learner's discretion	Uniformity is required in the level of language proficiency	It allows you to work on mistakes again	Vocabulary is very important

3	It is possible to work with the part that is not understood	You have to be careful	Different meanings of words is studied	Information about the text should be large
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From a psychological perspective, reading and writing techniques are processes that have the potential to combine comprehension and inference (ie, procedural and substantive aspects). Comprehension is related to the technique of writing and reading as a goal and as a means. In the structure of reading as an activity, it is possible to distinguish the motive (communicating with the help of written text), the goal (receiving information of interest to the student at any time), conditions of activity (mastering the graphic system of the language and methods of obtaining information). In the structure of writing, the result (clarification of the obtained knowledge) gives priority (enrichment of the obtained information to the extent possible).

The reading process is based on the technical side, i.e. the skills of automated visual - speech-auditory communication of linguistic events with their meaning, on the basis of which it is possible to understand written signs and written text.

Structurally, reading and writing have a graded nature that defines work. Through the many methods studied, they identify the following stages:

- 1) incentive using the achieved result;
- 2) analytical and synthetic analysis;
- 3) control and executive status.

Therefore, if the improvement of the reading process is carried out together with the writing process , motivation, preparation for reading, text and post-text stages will be carried out in order, and the last stage will be easy to complete with processing, understanding of the received information, control of its correctness.

When reading, a person not only sees the text, but pronounces it to himself, and at the same time, as if he hears himself from outside. Thanks to the internal pronunciation mechanism, a comparison of graphic and auditory-motor images is made. The action of this mechanism is most clearly observed in beginner students (whisper reading). Gradually, with the accumulation of experience, the internal pronunciation is further reduced and finally, it disappears completely.

Writing as a type of speech activity appeared in human history to record accumulated experience and for a long time played a secondary role in teaching a foreign language. Currently, writing is necessary in connection with the development of communicative activity, along with other types of speech activity. Writing demonstrates activity as a means of teaching other types of speech activity, as a tool that allows students to better master the material of the program language, and as a means of controlling the formation of speech skills and competencies.

An important psychological component of the reading process is the mechanism that manifests itself at the semantic and verbal level. Semantic prediction is the ability to predict the content of a text and correctly predict the next development of events based on the title, first sentence and other text signals. Verbal prediction is the ability to predict a word by initial letters, the syntactic construction of a sentence by the first words, and the ability to further construct a paragraph by the first sentence.

Indeed, the importance of writing about this cannot be overestimated. However, today it seems necessary to restore writing and return speech activity to its proper place, such as speaking, listening, and reading. At the present time, the attitude towards writing, teaching students the ability to express their thoughts in written form has changed dramatically. Writing as an educational objective is present in programs for all types of educational institutions, at all stages of foreign language teaching.

The development of prognostic skills is helped by the development of forecasts and the system of student's assumptions, which activates the continuous construction of the structure of knowledge in the student's brain, activates his basic knowledge and language experience. The process of preparing the mind to perceive information encourages the student to remember and guess, that is, it activates his long-term memory, personal and social experience.

Today, we are constantly faced with the fact that writing skills are in high demand and have acquired the status of the most professional importance in the modern world, because computer communication, which has become the main tool for professional communication, is used to write written documents . Taking into account all of the above, the relevance of the chosen topic lies in the need to expand and

in-depth study and testing of the methods of teaching written speech, since this type of speech activity has become the main means of professional communication.

Written speech allows you to retain linguistic and factual knowledge, serves as a reliable tool for thinking, encourages speaking, listening and reading in a foreign language. If the learner correctly defines the goals of teaching writing, taking into account the role of writing in the development of other skills, using exercises that fully correspond to the goals, performing these exercises at the appropriate stage of learning, and then gradually performing speaking, the regularity of writing will be enriched and logical.

Writing is an effective analytical-synthetic activity related to the creation and consolidation of a written text. Writing is an effective form of language teaching, the object of which is written speech. Written speech is the process of expressing thoughts in graphic form, the ability to use the written language system for communication. Based on the above, written speech is understood as a relatively independent type of language acquisition aimed at expressing thoughts in writing.

In the medical field, many educational materials focus on teaching creative writing. They are constantly working on teaching written communication in various forms: letters, e-mails and other messages, cover letters, references and job applications, essays, stories, x features, reviews of books and films. Tasks for teaching creative writing should be provided with clear instructions and examples of correct writing, which will allow successful mastering of the studied material and give good results in this type of speech activity.

In the psychology of speech, writing as a form of written speech is considered a complex mental process, which is usually part of speech activity in all psychological classifications, it has various types and forms. Modern psychology considers writing as a complex, conscious form of speech activity, which has common and specific characteristics with other forms of external speech. The research conducted by psychologists, linguists and other scientists in the field of "speech studies" showed that writing and speech processes differ according to many parameters: origin, method of formation, method of flow, psychological content, tasks.

Since the beginning of writing methods, the activities gradually become writing skills. "In this way, it differs from oral speech, which is formed involuntarily and continues by itself."

From the point of view of psychology, the structure of writing is quite complex. The main component of the writing process is the sound analysis of the word, which includes the ability to distinguish individual sounds from the sound word. The second component included in the writing process is the operation of associating each sound selected from the word with its corresponding letter. Finally, the third is the transcription of the visual image of the letter into the corresponding graphic contours, which in turn is carried out through a series of actions.

According to the concept of L.S.Tsvetkova, writing as a type of speech activity includes several levels or stages. If we consider their internal content and the components of these levels of activity. The psychological level includes a number of "levels" corresponding to intellectual, discursive thinking activities, through which writing activities are carried out.

The sensory - acoustic - motor level provides the "technical" implementation of the writing process, and the linguistic level of writing organization determines the means by which writing is carried out. "This level provides the linguistic means of implementing the writing process, that is, the internal meaning formed at the psychological level is translated into linguistic codes. – lexico - carries out translation into morphological and syntactic units, that is, turns into words and phrases.

The theoretical study of scientific terms in English for psychological and linguistic purposes leads us, first of all, to consider linguistic communication and determine its importance in the practice of teaching English to students studying natural paramedicine. J.Bagana analyzes from a linguistic point of view that "the dependence of the person or the language, when discussed from the point of view of specialization, is organically connected with the activity in the form of communication". This definition is used as the main definition in our work, as it is manifested in the interaction of language systems in the context of bilingualism, which develops during linguistic contacts or in the individual acquisition of a foreign language.

According to J.Bagana, "During the application of the second language to the practical process, there is interference with the mother tongue, and elements of one language are introduced into the other language ... It is observed that the interfering elements appear more in the process of reading and writing than in pronunciation." Taking into account the inevitable intervention in the process of activities due

to the connection of languages to the field, it is intended to develop a methodology for teaching paramedicine students to read and write English language competence and determine the necessary broad user terms of the English language under their influence.

special procedure for teaching paramedicine students to read and write competences, considering the connection of existing language terms to professional activities as a complex problem has an effective psychological and linguistic effect, because the knowledge, skills and abilities formed in the languages that are available in the field of their application. developing skills in a second language is easier than teaching in a new situation. The use of new native language communication tools and methods in natural English that are not sufficient actually reduces the effectiveness of learning science. In such conditions, it is important to develop a methodology that identifies the psycholinguistic features of the language, the relations of language use in practice, and the similar and different aspects of the existing terms in order to teach English terms by reading and writing.

Bilingualism, which is considered unusual for students studying in the field of medicine, is a complex phenomenon. Although much attention is paid to the Latin language during the educational process, the difference in languages is clearly visible during the field use of the existing application. Table 1.2 shows the percentage of use of the above languages .

Table 1.2

Learned languages	Usage in spoken language	Use in written language	Use in the study process
Latin language	0	47	20
Uzbek language	53	72	78
English language	50	90	90

According to A.A. Zalevskaya, the degree of use of the term in the language of study is variable depending on the opportunity of time, time and place , and the factors of its exact application and implementation in the case of opportunity cannot be clearly identified.

In this regard, it is necessary to develop the teaching of paramedicine terms through reading and writing competencies with the help of optimal methods and tools. It is also necessary to pay attention to the fact that in the process of using the terms " Practice of using turn - taking", it is necessary to pay attention to the changes in the practice and life process .

introduction to the process of parsing pharmaceutical terms in English helps to distinguish between the two cases . While reading the texts related to the field and doing the exercises related to the text, the deeper understanding and analysis of the terms in it helps to determine the status of the dominant feature in the secondary process, i.e., the out-of-field status, the term is actively used in the student's activity .

If we also analyze the following points put forward by A.A.Zalevskaya, the teaching of English terms by reading and writing to paramedicine students of medical institutions is also characterized by the following criteria:

- availability of language environment; (the acquisition of many terms through the Latin language during the educational process and the accuracy of the similarities between the two languages)
- natural conditions of communication; (studying the composition of drugs, working with prescriptions and the composition of organic drugs during field practical training)
- lots of reading and writing practice. (during the course of the year, writing the contents of the laboratories and constantly reading the contents)
- lack of unlimited communication time , (which requires the development of oral speech through constant user competences) natural English terms involves the use of strategies that are convenient and useful for paramedicine students.
- to "catch" the language at a certain stage through a lot of reading practice;
- mainly unconscious processes of analysis, synthesis, comparison, classification;
- automated word selection operations and dominance of speech field terms;
- creation of a single database of terms for all languages,
- formation of terminology of parallel languages in natural communication conditions;
- to pay attention to the meaning of terms that can be known, said, heard .

We will consider the above situation with specific examples of practical training with groups of pharmacy students of the Andijan State Medical Institute. As part of the study of the topic "Biology"

for 1st year students, students are asked to write information in a small case within this topic. All students work individually and complete the task perfectly, now we complicate the task, that is, one student reads the written information, and the second student writes this information. An initial misunderstanding arises because the medical students, who are used to working individually, were expected to work in pairs to get up to speed and understand each other. After testing this situation with a few students, we ask the student with a slightly higher level of mastery to read the written information, while the rest of the students are asked to write the text in small groups. Students who initially do not have the skills to work with a group, the experience formed after working in pairs is used in practice, you see, the result is better. All student written work will be collected and distributed in a modified state. The revised information, with special attention to vocabulary and grammar, is returned to the students themselves, explained by the examined student. While working with a created text, in the process of practical training, some directions unknown to students studying pharmacy are formed: the ability to work together, work in pairs, and explain mistakes.

This type of task: enrich sentences with new words, it is also effective to listen carefully to the examples of peers, to quickly translate verbally into one's native language, to concentrate. Thus, in the process of practical training organized for the formation of writing skills, reading skills are not neglected. Therefore, based on the above studies and comparisons, an important step in the development of a methodology for teaching English terms to paramedicine students by reading and writing is to universally and separately determine the similarities and differences in the use of language terms, in this method it is appropriate to use comparison, interpretation, analogy and other linguistic methods will be Reinforcing the process of identifying and analyzing English terms by reading texts with existing terms in the existing language through exercises will help create an intervention mechanism. A contrasting approach to learning English terms through context, the existence of significant typological differences between language systems, prevents the occurrence of errors at linguistic levels. V.V. Kolyshkin states that during the analysis of the terms learned in the text during the exercise process, it is highlighted that "the trace of previously received information affects the formation of the trace of information that comes later."

4. Conclusion

In conclusion, we emphasize that the identification of three levels of linguo-didactic adaptation (linguistic, speech and communicative-cognitive) is an important factor for differentiating methods of coordination of term learning events. It provides an opportunity to move away from the situation of avoiding temporary storage of information, and the reading and writing skills of field application of English terms. activates the transfer of skills and competencies in teaching through.

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