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THE USE OF REFLEXIVE TYPES OF EDUCATIONAL ACTIVITIES IN ENGLISH CLASSES AT A MEDICAL HIGHER EDUCATION INSTITUTION.

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ТИББИЁТ ОЛИЙ ЎҚУВ ЮРТИДА ИНГЛИЗ ТИЛИ ДАРСЛАРИДА РЕФЛЕКСИВ ТАЪЛИМ ТУРЛАРИДАН ФОЙДАЛАНИШ

Annotation: The article deals with the formation of reflexive abilities of medical students in the process of teaching a foreign language. The directions and developments in domestic and foreign studies related to the use of reflection in the field of professional training of medical university students in English classes are given.

Key words: reflexive technologies, content, professional reflection, speech exercises, Internet resources.

Аннотация: Мақолада чет тилини ўқитиш жараёнида тиббиёт талабаларининг рефлексив қобилиятларини шакллантириш ҳақида сўз боради. Тиббий таълим муассасалари талабаларини инглиз тили дарсларида касбий тайёрлаш соҳасида акс эттиришдан фойдаланиш билан боғлиқ маҳаллий ва хорижий тадқиқотлар йўналишлари ва ишланмалари берилган.

Калит сўзлар: рефлексив технологиялар, таркиб, касбий акс эттириш, нутқ машқлари, интернет ресурслари.

Аннотация: В статье рассматривается формирование рефлексивных способностей студентов-медиков в процессе обучения иностранному языку. Приведены направления и разработки в отечественных и зарубежных исследованиях, связанные с использованием рефлексии в области профессиональной подготовки студентов медицинского вуза на занятиях по английскому языку.

Ключевые слова: рефлексивные технологии, контент, профессиональная рефлексия, речевые упражнения, интернет-ресурсы.

One of the methodological means to create psychological conditions for the formation of foreign language speech skills and language knowledge of students in medical institutes is the use of reflexive technologies.

The concept of reflection in learning is considered as "an inactive ... process of awareness by the subject of education of his activity" [1].

In pedagogy, reflection is characterized as a way of self-knowledge in the course of joint activities of students and teachers. Psychologists consider reflection as an integral component of self-regulation of the individual, allowing to analyze their own ways of acting, to know their inner world in the system of interpersonal communication [2] [3].

The main components of reflection in the process of teaching a foreign language, researchers distinguish reflexive output, intentionality, primary categorization, construction of a system of speech means, schematization of the reflected content. Reflection manifests itself in the speaker's comprehension of a communicative task. Students analyze the communicative

[1] Khutorsky A.V. Workshop on didactics and teaching methods. St. Petersburg: St. Petersburg, 2004. 162 p.
[2] Zagashev I.O.., Zair-Bek S.I. Critical thinking: technology of development. Prospects for higher education. St. Petersburg: Scythia, 2003. 284 p
[3] Ilimdarova A.B. Formation and development of reflection in younger schoolchildren in educational activities// Problems of modern pedagogical education.2017. Vol.2 No. 54. pp.157 – 163.

situation, regulate the selection of words and structure the grammatical aspect of speech perception. In the works on the methodology, the term "reflexive practice" proposed by D. Shon [4] is used, in which the student analyzes his activities under the guidance of a teacher, which ensures the quality and effectiveness of training. As an educational technology, reflexive practice helps to stimulate students' thinking when choosing methodological techniques. Some researchers pay great attention to ways of activating the reflexive process, methods of developing professional and pedagogical types of reflection [5].

When teaching a foreign language, the teacher needs to create optimal conditions for the adaptation of students to a foreign language culture and the formation of psychological mechanisms of self-regulation and self-development.

At the same time, the cognitive activity of the trainees is aimed both at mastering speech skills and at organizing the process of achieving this result.

The process of reflexive practice includes the following stages: motivational (formation of students' motivation by creating a friendly atmosphere of the class), informational (students' self-assessment of existing knowledge), the stage of setting tasks for the development of language skills, the stage of comprehension of professionally significant information in the course of individual and communicative activities, the stage of using reflective and speech skills when performing authentic tasks, the stage of analysis of their activities in the course of reflection on the achievement of goals when summing up the class.

Reflexive activity of students implies an integrated approach to the organization of the educational process. The experience of teaching English proves the effectiveness of using exercises aimed at mastering the main stages of reflection by students.

These may be tasks aimed at preliminary acquaintance with the content of the educational material:

What organs' functions will we discuss in this unit?

What is my interest in the topic of the unit?

Students are interested in exercises containing elements of reflexive technologies, for example, tasks within the game reflexive environment, the method of projects, problem-cognitive tasks of a search nature.

An important role in the development of reflexive abilities is played by the use of Internet resources, which largely contribute to the development of information and communication competence and individualization of the educational process.

Information and computer technologies provide access to authentic materials, audio and video resources, motivation of students to foreign language activities. The structure of the educational material includes such components of reflection as testing, answers to questions, questionnaires using websites.

The experience of teaching English in a medical instituteschool shows that the systematization of methodological content aimed at developing students' reflection skills helps to create conditions for the successful foreign language activities of future specialists.

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