

Peculiarities Of Professional Lingvodicactics In Teaching Foreign Languages To Pharmacist Students

Khilola F. Maksudova¹, Nasiba Kh. Abulkasimova², Nazira A. Akramova³, Mirjalol D. Yakhshiboyev⁴

¹Ph.D Department of Practical English and Literature, Faculty of Foreign Philology. National University of Uzbekistan,

²Lecturer, Faculty of Foreign philology National University of Uzbekistan,

³ESL Lecturer, Practical English language and Literature department Faculty of Foreign Philology National University of Uzbekistan,

⁴Lecturer, Department of Practical English and Literature, National University of Uzbekistan, Faculty of Foreign Philology

Abstract: Currently, when the process of information and integration is extremely intensive, the further expansion of socio-economic and cultural ties between countries has made the study of foreign languages a vital necessity. Therefore, foreign languages, in particular English, are taught in our country at all stages of the continuous education system, from preschool education to postgraduate training, in all areas and specialties. At the same time, for students of pre-university training, English is carried out according to one basic program, and in higher educational institutions - in two directions - teaching a foreign language for philological purposes, i.e. preparation of future foreign language teachers and non-philological education for specific purposes and professions (Language for Specific Purposes, LSP).

Keywords: process of information, process of integration, foreign languages, necessity, countries, English, education system, preschool education, postgraduate training, non-philological education.

Introduction

On the basis of the Decree of the President of the Republic of Uzbekistan PF-5229 "On measures to radically improve the management system of the pharmaceutical industry" Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 18, 2017 № VMQ-993 "On the Agency for Development of the Pharmaceutical Industry" under the Ministry of Health of the Republic of Uzbekistan:

- Assistance to local manufacturers of medicines, medical devices and medical equipment in establishing cooperation with leading foreign pharmaceutical companies;
- Organization of cooperation between local manufacturers and leading foreign companies;
- Ensuring the participation of representatives of local organizations in international pharmaceutical exhibitions, forums, conferences, seminars and national exhibitions abroad;

– Participation in the work of international organizations, intergovernmental commissions (groups) and business forums is the main task of the agency [2].

The main findings and results

These tasks clearly show how important it is for pharmacists to have professional competence in a foreign language in providing the population with quality medicines. The Decree of the President of the Republic of Uzbekistan dated April 10, 2019 № PF-5707 “On measures to further accelerate the development of the pharmaceutical industry of the republic in 2019-2021” also provides for the accelerated development of the pharmaceutical industry, Attracting foreign investment and leading foreign companies in the implementation of investment projects, encouraging the creation of innovative pharmaceutical products, expanding the production volumes and export potential of domestic producers [1] and:

- Development of the local pharmaceutical industry, increasing its share in the world market;
- Establishment of free economic zones specializing in pharmaceuticals;
- Strengthening ties with foreign investors and expanding investment inflows;
- International correct drafting of new medicine guidelines;
- International correct drafting of new medicine guidelines.

In ensuring the implementation of these decisions and decrees, the study of foreign languages, especially English, by pharmacists is of great practical importance in their foreign relations and domestic activities in our country.

In particular, the fact that the main part of pharmaceutical terms is derived from Latin, the import of drugs from different countries, as well as the need for pharmacists and pharmacists to be regularly informed about the latest developments in this field requires a good knowledge of English.

At present, more than 100 pharmaceutical companies operate in our country. Foreign investments in the industry are growing year by year, and large-scale measures are being taken to provide our people with quality medicines and further develop the pharmaceutical industry. Today, the existence of direct contacts with foreign countries, the rapid development of education and science in the field of pharmacy makes it necessary for future pharmacists to collect information about the field, read the necessary information, study pharmaceutical terms and use them in the professional field. This requires the development of knowledge, skills and abilities of pharmacist students in English. It seems that teaching students to communicate fluently in English in the field of pharmacy is of great practical importance in the formation of their professional competencies, will help to further strengthen the scientific, professional knowledge of future pharmacists and cooperation with foreign countries.

It should be noted that today the pharmaceutical industry has received tremendous development. However, most of the literature on laboratory equipment used in drug manufacture is published in English. All news about biotechnology, pharmacognosy, drug production technology also sees the world mainly in English. This, as K.V. Markaryan points out, “not only in international companies, but also in medium business, lack of knowledge of a foreign language, lack of socio-cultural knowledge can be an obstacle in bilateral and multilateral communication” [3; p. 21.].

It is known that today English is not the language of any foreign country, but a means of connecting the owners of the industry in the economic, social and cultural spheres. It is this aspect

that has led to the emergence of a direction of **professional linguodidactics**, which stems from the need for specialists in various fields of foreign languages for professional purposes.

Linguodidactics, a general theory of language education, is a theoretical science that develops methods and tools for teaching a particular language, as well as the problems encountered in language teaching, a term first used in 1969 by N. Shansky [4]. Professional linguodidactics emerged in the XX-XXI centuries as a branch of linguodidactics due to the theoretical and methodological need to teach foreign languages depending on the profession and field. The object of its study is the content, form, mechanism and design process of professional language teaching, and the subject is a set of activities of learners and teachers of the language. Problems of professional linguodidactics studied by A.M. Akopyants, N.M. Belenkova, M.B. Drujina, I.A. Zimnyaya, A.K. Krupchenko and R.P. Milrud.

A.K. Krupchenko said that professional linguodidactics arose on the basis of objective social demand, that is, on the basis of the needs of owners of different fields to master foreign languages as a tool for the exchange of international information and experience. This network was developed long ago by T. Hutchinson and A. Walters argues that the teaching of English for special purposes was promoted as "English for Specific Purposes" [5].

A study of the sources shows that this network has a long history and its own principles. So far, more than 300 works on professional linguodidactics have been created in Western linguodidactics, which consider the basic principles of professional linguodidactics such as integration, multilevel, modeling, variability, communicativeness, modularity, professional orientation.

Professional linguodidactics as a branch of linguodidactics is interrelated with didactics, professional pedagogy, professional psychology and psycholinguistics, linguistics, communication theory and special disciplines, which can be explained by the following:

- since professional linguodidactics is related to teaching, it means that it is inextricably linked with didactics;

- when it comes to personal qualities, abilities, professional competence in the formation of professional communicative abilities in a foreign language, this in itself shows the connection with professional psychology and psycholinguistics;

- When it comes to teaching a foreign language, of course, professional linguodidactics is directly related to linguistics.;

- The main purpose of teaching foreign languages is to teach professional, sectoral and intercultural communication, so professional linguodidactics is also related to the theory of communication, ethics.

A.K. Krupchenko as the main tasks of professional linguodidactics:

- development of theoretical and methodological bases of professional linguodidactics;
- identify the basic principles of professional linguodidactics;
- clarification of the objectives of teaching a foreign language for special purposes;
- to determine the content of professional-field teaching of a foreign language;
- selection of forms and methods of teaching specialists in a foreign language;
- issues such as the choice of teaching aids and technical means of vocational training in a foreign language [6].

The main and additional principles of professional linguodidactics are widely described by A.N. Kuznetsova, as the main principles are aimed at creating a socio-professional environment, the requirements of a competency approach, integration, taking into account interdisciplinary

connections, the complex formation of professional competencies in a foreign language. As additional principles, a number of principles should be taken into account, such as the age of the language learner, learning problems, modularity, continuity in language teaching, originality and authenticity of materials [7].

Based on the stated tasks and principles of professional linguistics, professional linguodidactics can be interpreted as a science that studies the theoretical foundations of professional language teaching, its methodological, didactic, linguistic features.

The content, form and means of teaching a foreign language in connection with one of the main principles of professional linguodidactics have been specially studied by G.Dadamirzaev and K.Fayzullaev. They argue that the connection between the foundations of academic disciplines, or the inter-elemental integration of different academic disciplines, is an interdisciplinary connection [8]. In his work, A. Hasanov points out the following types of interdisciplinary connections:

- methodological and conceptual relevance that helps to shape the worldview of the future specialist;
- interdisciplinary connection with content that ensures the updating of knowledge and skills;
- educational connection aimed at the formation of professionally important personal qualities of the future specialist;
- methodological relevance based on the relationship of the studied science with the elements of future professional activity.

The implementation of these connections, as we have noted, requires an integral connection of the content, form and means of teaching a foreign language with the disciplines, which has its own requirements, which are:

- Loss of repetition in the study of topics in different curricula;
- the ability to set deadlines for the study of specific issues;
- Similarities in the definition and description of scientific concepts, their non-contradiction;
- combining the potential of teachers of different disciplines in the formation of scientific understanding and imagination in students, instilling in them practical skills and abilities;
- mutual use of scientific and technical knowledge acquired by students in various disciplines by teachers;
- fulfillment of other pedagogical tasks conditioned by the specificity of the disciplines and the nature of the relationships between them, etc. [9]. L. Maletina and Yu.Karmanova use the term “co-teaching” in teaching on the basis of interdisciplinary connection, which means that in special English lessons, English and specialty teachers teach together. According to them, information and problems related to a specialty that an English teacher cannot explain can be provided by a specialty teacher [10].

A. Shirokikh and others argue that the establishment of interdisciplinary links in the teaching of English for special purposes is the use of authentic materials (texts in the field, videos) in the classroom [11]. According to them, as a result of interdisciplinary training, the specialist will have a wide range of knowledge, with most exercises and assignments should be based on a communicative approach.

T. V. Gretskeya believes that in the field of medicine, German should be taught in conjunction with Latin, and that the concepts of interference and transposition must be taken into account. In his view, to understand the lexical unit in the German language:

- comprehension of words derived from Latin;
- knowledge of the laws of interference and transposition between Latin and German;

– you will need to know how to distinguish complex words [12].

There is a direct connection with Latin in the teaching of English in the field of pharmacy, in the research work of M.N. Israilova on the teaching of Latin terms in medicine [13], “Latin in English” [14], “English grammar for students of Latin” [15] to derive similarities in nouns, verbs, adjectives and prepositions in the comparative teaching of English with Latin in their textbooks; emphasis is placed on the need to compare possessive, complementary, possessive, and personal pronouns. Comparing parts of speech or vocabulary in English or Latin classes helps students better remember specialty terms at the same time.

Thus, interdisciplinary communication in the teaching of foreign languages in non-philological areas of higher education leads to the enrichment of students' knowledge of the specialty and the latest news in the field, as well as increase the motivation of students to learn a foreign language. In our opinion, it is important to integrate English language teaching with specialty subjects and to select English language topics based on the professional needs of the specialist when linking them with specialty subjects.

Due to the fact that in recent years the terms “competence” and “competence” are used as synonyms in the Uzbek language, the following definitions of the term “competence” are given in dictionaries and methodical literature: In the “Explanatory Dictionary of the Uzbek language”: competence [Latin *competere* – to be worthy, [16]. In the methodical manual of J.J. Jalolov: “competence [lot. *competentia* <*competo-intilaman*]: language (-language ability, language proficiency, linguistic ability, level) ”[17]. The comments provided indicate that the terms competency and competence may be used interchangeably.

It is known that the views on professional competence are different, if V.N. Zimin in his time believed that in the professional process, along with knowledge, skills and abilities to have personal qualities and to function effectively in society [3]. J. Chitham calls professional competence as professional knowledge [18].

V.A. Slastenin's views are in line with the opinion of V.N. Zimin, who connects professional competence with professional skills, the qualities necessary for a specialist to carry out highly effective professional activity [19].

O.A. Kopus uses the term “professional linguodidactical competence” and believes that the formation of this ability is effective in the design of technology for teaching a field, direction in a higher education institution [20; 1-7-p.]. In his opinion, professional linguodidactic competence is a set of integrated professional qualities that help to form the knowledge, skills, abilities used in the professional activity of an individual. According to E.P. Kobeleva, “competence” is the effective use of personal opportunities in the professional process, while “competence” is the ability to apply a combination of scientific and practical knowledge, skills, abilities and personal qualities in a particular field [21; 102-b.].

Due to the reforms in the field of education in the country, the introduction of a competency-based approach to teaching subjects at all levels of continuing education has strengthened the focus on professional competence in secondary special vocational education and higher education. Some research has been done in this direction and different views have begun to emerge. In particular, M.A. Berdieva in her research work on the formation of professional competence of law students came to the conclusion that the ultimate goal of professional competence should be the acquisition of new knowledge, professional skills [22; -p. 168-].

Thinking about the professional competence of teachers, H.A. Mamatkulov defines professional competence as a part of pedagogical skills or professionalism, which guarantees the

effectiveness of pedagogical activity, where professional competence is an indicator of professionalism, and the effectiveness and success of professional activity is its determinant [23; -p. 20].

A. V. Matienko's views on professional competence are broader, arguing that professional competence is a psychologically new personality created by an individual and includes the individual's knowledge and ethical aspects, as well as long-term preparation for a complex professional activity [24, p. 232.].

It seems that, although opinions differ, the concept of "competence" is described as the main factor determining and evaluating an individual's place in society on the basis of his professional activity.

In this regard, we consider it appropriate to dwell on the term of business competence, put forward by Yu.V. Lopatina and K.V. Markaryan. They emphasize in their views that these concepts and terms of professional competence are different from each other and have different meanings, while business competence is the acquisition of knowledge, skills and competencies in the performance of a particular task. They note that the concept of professional competence, along with knowledge, skills and abilities, also includes the acquisition of socio-cultural competence in this area [25; 3]. In our view, business competence is an integral part of professional competence, which is the acquisition of professional knowledge, skills and abilities to successfully perform a given task in professional activity.

The customs and tax departments conducted research on the development of professional communication skills of students of Russian groups in Uzbek (second language). G.A. Asilova believes that the concept of professional competence in practice means the ability of a specialist to perform their duties on the basis of established requirements, and requires the presence of a number of qualities that determine his professional competence [26; -p. 22]. A description of the views on the components of professional competence can be found in the table below (Table 1):

Table 1. Views on the components of professional competence

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|----------------------------------|---|
| <p>Yu.V. Lopatina (2005)</p> | <ul style="list-style-type: none"> - Competence in the specialty (full mastery of the field); <ul style="list-style-type: none"> - creative approach to work; - clear goal setting; - Ensuring high quality products; - Resistance to stress, ability to take risks; - leadership skills and team leadership; - Continuous professional development [27; -p. 15]. |
| <p>K.V.Markaryan (2007)</p> | <ul style="list-style-type: none"> - social competence (professional communication); - special competence (ability to solve professional tasks); - personal competence (professional self-development); - autocompetence (use of technology) [3; -p. 57]. |
| <p>E.N.Bakurova (2016)</p> | <ul style="list-style-type: none"> - cognitive component (knowledge); - motivational component; - axiological component (personal orientation to the profession); - practical component (knowledge, skills, abilities); ability; - -emotional component (self-management) [28; -p. 101-105]. |
| <p>G.A. Asilova</p> | <ul style="list-style-type: none"> - Professional qualities: knowledge, skills, abilities, experience. |

| | |
|------------------------|--|
| (2017) | - personal qualities: independence, initiative, responsibility, creativity [26; - p. 22]. |
| I.V. Kuznetsova (2018) | - cognitive competence; - functional competence; - personal competence; - cultural competence [7; -p. 101-105]. |

Personal orientation to the profession, self-management, leadership skills, and ability to lead a team in given perspectives; personal competencies related to the profession, such as continuous self-professional development, have also been highlighted as a separate component, but they have been relegated to relatively later places in terms of importance. Along with the knowledge, skills and abilities acquired in the performance of the task set in professional competence, the presence of certain personal qualities that serve to achieve results quickly and easily also plays an important role in professional competence. In particular, human qualities such as knowledge of the art of management, a culture of communication, calmness, responsiveness, quickness, meticulousness, vigilance, attentiveness, confidentiality, occupy different places in different professions in terms of importance in professional activities. Based on these, we as components of professional competence:

- practical component: professional knowledge, skills and competencies;
- social component: application of foreign languages and information technologies in professional activities;
- Motivational component: self-professional development;
- autocompetence: access to technology;
- axiological: personal orientation to the profession;
- emotional component: we promote a set of qualities such as calmness, responsiveness, alertness, agility.

K.V. Markaryan emphasizes that the professional-sectoral communicative competence of pharmacists also includes the socio-cultural, pragmatic and interactive components of communication. According to him, conceptual competence, technical competence (integrative competence) requires the ability to think critically, to communicate effectively, cultural, professional ethics, professional leadership [3; -p. 11]. Therefore, we believe that supplementing the components of personal competence in the above considerations as one of the important components should be taken into account in determining exactly what personal qualities are needed in each vocational education process and training them for future professionals.

At the international level, the following are noted as components of the professional competencies of pharmacists:

- competence to treat the patient with care and kindness (care-giver, ie the ability of the pharmacist to provide high quality customer service);
- Competence in medical communication, questioning, decision-making in accordance with the situation (decision-maker, ie the ability of the pharmacist to analyze, evaluate);
- competence of verbal, nonverbal, oral and written communication with patients, medical staff (communicator);
- Progressive and enterprising in the workplace, leadership competence (leader);
- Competence to manage employees, financial affairs (manager);

- Competence of independent research (life-long learner, ie increase of independent additional knowledge during the profession);
- Teacher-competence, teaching knowledge to young staff in the field of pharmacy and medicine [28; -p. 46].

In the context of our country, it is necessary to recognize that future pharmacists need a good knowledge of modern information technologies and the ability to use foreign languages.

From the existing perspectives, we believe that the professional competence of pharmacists is the knowledge, skills and abilities necessary for pharmaceutical and medical specialties and personal qualities necessary for pharmacists, as well as the ability to use modern information technology and professional communicative competence in foreign languages. Also, the components of practical (knowledge, skills, abilities), axiological (personal orientation to the profession), emotional (self-management), autocompetence (use of technology), special competence (ability to solve professional tasks) that develop the characteristics of professional competence of future pharmacists are their communicative. are the primary factors in shaping their competencies.

Conclusion

One of the main principles of professional linguodidactics, which arose due to the theoretical and methodological needs of teaching foreign languages in connection with the profession and field as a branch of linguodidactics, is the teaching of foreign languages in connection with special disciplines. In particular, in the teaching of foreign languages in non-philological areas, interdisciplinary communication leads to the enrichment of knowledge in the field, keep abreast of the latest developments in the field and increase students' motivation, the formation of practical, axiological and special competencies.

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