

PROFESSIONAL LANGUAGE PORTFOLIO

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ABSTRACT

In this article, the author gives a brief overview of how the language portfolio allows to specify the goals of teaching Russian as a foreign language, and the effective organization of the learning process, specifying the professional competencies of the future doctor based on self-assessment of the level of Russian language proficiency, needs and motivation to learn Russian, also choosing an individual approach to mastering the professional language competencies of the student.

Keywords: language portfolio, professional language portfolio, competencies, language competence, professional competence, medical education, oral and written speech of a doctor.

INTRODUCTION

The huge information flow of modernity sets the university specialists in any field to specify the goals and objectives of their discipline, on which the level of professionalism of the object of study depends. And in order to become successful in a highly competitive labor market, graduates of the university face the question of competence in the field of their future profession.

Society demands a high culture from a modern specialist, which includes his moral character, and interest in the results of his work, the ability to innovate, as well as self-improvement and professional activity. At the same time, one of the main requirements for the personality of a specialist is the formation of professional competence in him: what he can do, how he has his activities, whether he is ready to fulfill his professional duties.

Currently, healthcare and society are experiencing a shortage of specialists who speak a foreign language, are able to conduct professionally oriented speech-thinking activities in a professional environment, master the latest achievements of foreign medicine, participate in joint scientific and practical research with foreign partners. An urgent task of our time is the training of highly qualified personnel in every branch of life.

Language is the main instrument of information exchange in society. Speech communication is one of the important components of any professional activity. It can take up to 90% of the doctor's working time. The Russian language, as a non-native language, has broad opportunities for Uzbek doctors to expand their general scientific, professional and educational horizons, arming them with the achievements of world science, contributing to the processes of postgraduate socialization and the formation of a multilingual and multicultural personality. Also, the system of clinical practice requires a doctor to have a high level of professionally oriented Russian-speaking competence, since Uzbekistan is a multinational country and representatives of other nationalities choose Russian as an intermediary language for interethnic communication.

Due to the fact that in the universities of Uzbekistan the discipline "Russian language" is given a small number of hours (36 hours of classroom and 18 hours for independent work), training should be focused on practical mastery of the language as a means of professional communication and speech preparation of students for their future professional activities.

With this approach of teaching, an effective tool for the implementation of our methodological and practical goals and objectives can be a Language portfolio, to which we will add professional competencies.

Russian as a foreign language, therefore, it will be effective to organize the learning process, specifying the professional competencies of the future doctor based on self-assessment of the level of Russian language proficiency, needs and motivation to learn Russian, and also choosing an individual approach to mastering the professional language competencies of the student. At the same time, the task of the teacher is to first conduct a preliminary survey of students in order to identify their level of proficiency in Russian professional speech, differentiation of professional-language competencies in the system of multi-level language education (level B1 - for bachelor's degree), designing an individual professionally oriented language trajectory of the student for the successful application of the "portfolio" method.

According to the results of the survey, it turned out that the degree of proficiency in Russian at the professional level of students is different, therefore, the preparation of a language biography, language passport and dossier, based on which the content of the student's professional portfolio is compiled, will also be individual.

When preparing his language portfolio, a student fills out a "Passport" portfolio, where he indicates information about language learning and experience of intercultural communication, a list of certificates and diplomas.

When filling out the language biography, the student sets out a plan for the development of his future professional and linguistic competencies, based on the skills and abilities achieved and planned for mastering, which together will constitute his competence in his professional activity. This includes self-assessment checklists of communicative competence in situations of speech communication (listening, speaking, reading, writing), compiled in accordance with the characteristics of the basic levels of proficiency in Russian as a foreign language.

"Language biography" promotes introspection of personal achievements of a student when learning Russian as a foreign language, which will allow you to clearly and concretely plan further language learning, which will be an individual program for improving the professional language competence of a future doctor from the beginning of academic activity at the university.

The dossier of the professional-language portfolio will contain independent works, checklists performed in the classroom and outside of classroom hours: an autobiography; a story about yourself; a story about your family; about your future profession; translations of medical scientific texts; dialogues of questioning the patient on a specific topic; recommendations to the patient on a specific diagnosis; samples of interviews with relatives and relatives of the patient according to the patient's diagnosis; translations of texts describing MRI diagnostics, samples of reviews and annotations of medical texts, articles, books. Also, certificates of successful completion of Russian as foreign language courses can be included in the dossier.

This article deals with the description of synonyms in the explanatory dictionaries of the Uzbek language published in different periods, the systematic description of the similarities and differences between the explanations of synonyms in the publications.

Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

In the process of searching for material for our scientific research, we studied many different scientific materials, and for us the interest was a kind of research work of students "Model of medical education of the National Medical University named after S. D. Asfendiyarov: through the eyes of future doctors". (The model of medical education of the Kazakh National Medical University named after S.D.Asfendiyarov: Through the eyes of future doctors – Almaty, 2012. – p.82). In their collective research work, the students who studied the definitions of competencies outlined the Key Competencies of the Council of Europe (1996), which a modern person should possess for optimal intercultural, social, socio-political and interpersonal communication. The author's team studies the main competencies in medical education in foreign countries: the USA, Canada, Great Britain, the Russian Federation. In particular, the provisions of the guidelines for improving medical education in medical schools in the United States by the Association of American Medical Schools (AAMS), which outlines 4 competencies formulated by a Special social Project of medical schools (The Medical Schools Objective Project, MSOP), based on a common opinion about what a good doctor should be.

1. A doctor should be altruistic, be able to sympathize, and be honest.
2. The doctor must have good knowledge in the field of medicine.
3. The doctor must have the skills of communicative communication in the treatment of patients.
4. A doctor should treat working with people with a sense of responsibility in order to ensure (achieve) the health of an individual and the whole society as a whole.

Canadian specialists have defined the concepts of competence for medical education and practice, 7 competencies have been identified (The Royal College of Physicians and Surgeons of Canada (CanMEDS Project):

1. Medical examination
2. Communication skills
3. Cooperation skills
4. Health Advocate (protection of patients' rights)
5. Management skills
6. Research work
7. Professionalism

In the UK, all 5 Scottish medical schools use the learning outcomes model (Simpson et al, 2002). 3 main aspects of medical competence are outlined here.

1. What a doctor should do.
2. How a doctor approaches medical practice.
3. Development of individual characteristics of the doctor.

Scientists of the Russian Federation have identified 7 general competencies that are required for medical activity.

1. Value-semantic competencies.
2. General cultural competencies.
3. Educational and cognitive competencies.
4. Information competencies. 5. Communicative competencies.
6. Social and labor competencies.
7. Competencies of personal self-improvement

Listening to the statement of A. Exupery: "Whatever the delights of modern medicine, its technical capabilities, a person will always wait and trust a doctor who will be able to listen, approve, show compassion," we can conclude that the main emphasis is not only on treatment, but on the preventive work of medical workers and the increasing responsibility of citizens for your health. This means that doctors and nurses increasingly need to educate patients on how to monitor their health and when to seek medical help. All this requires health workers to develop and improve communication skills. It is at this moment that the doctor includes his professional and linguistic competencies:

- Understanding one's own values and influencing the doctor's perception of the patient.
- Ability to listen to patients;
- Providing patients with information and checking how well it has been understood;
- Creating conditions in which the patient feels comfortable;
- Use and understanding of verbal and non-verbal forms of communication.

The discipline "Russian language" (in the Uzbek group) covers almost all types of speech activity, so the subject has a huge cultural and educational, developing, educational and cognitive potential. Through all aspects of foreign language education, there is a mastery of written and oral speech. When studying the topic "Description of the function of the subject", students are offered a "Worksheet" where theoretical material is presented and tasks are attached to them for the development of the student's oral and written competence.

Worksheet

(Level B1.)

Subject: Description of the function of the subject The formation of words with the meaning "function"

The function of the subject can be called using one of three types of phrases:

1	Прилагательное + Существительное (защитная функция);	<i>Клеточная оболочка выполняет защитную функцию.</i>
2	Существительное + Существительное, где второе существительное имеет процессуальное значение (функция защиты);	<i>Клеточная оболочка выполняет функцию защиты.</i>
3	Существительное + Существительное, где второе существительное имеет значение исполнителя действия (функция защитника).	<i>Клеточная оболочка выполняет функцию защитника.</i>



Словарь терминов

Функция – вазифа

Идентификация – айнан ўхшатиш,
тенглаштириш, бир хил қилиш

Сущность – мохият

Механизм – харакатга келтирадиган
восита

Обусловленность – шартлилиқ

Опорный – таянч

Защитный – ҳимоя

Обеспечивает - таъминлайди

Осуществляет - амалга оширади



Вопросы

1. Назовите части тела человека?
2. Части тела человека.....
3. На какие части делится скелет человека?
Скелет делится.....
4. Какую функцию выполняет скелет?

Скелет выполняет функцию.....

5. Какую функцию выполняет череп?

Череп выполняет функцию.....

6. Какую функцию выполняет скелет грудной клетки?

7. Скелет грудной клетки выполняет функцию.....

8. Какую функцию выполняет скелет таза?

Скелет таза выполняет функцию.....

9. Что такое движение?

Движение – это

10. Какую функцию выполняют кости в организме человека?

Кости в организме человека выполняют функцию.....

11. При помощи каких органов человека осуществляется движение?

Движение человека осуществляется при помощи.....

12. Какие органы считаются активными и пассивными в движении?

В движении активными считаются....., пассивными считаются.....

13. Какую функцию выполняет опорно-двигательная система?

Опорно-двигательная система выполняет функцию.....

Задание №1. Прочитайте словосочетания со словом «функция».

Рецепторная функция, функция транспорта, функция координатора, обменная функция, функция синтеза, функция окислителя, энергетическая функция, двигательная функция, кроветворная функция, функция опоры, функция пищеварения, функция обмена, функция вращения, функция разгибателя, функция переработки, функция фагоцитоза

Распределите их в три столбика:

Прилагательные с функциональным значением	Существительные со значением исполнителя действия	Существительные со значением процесса
Защитная функция	Функция защитника	Функция защиты

Задание № 2. Сообщите о сущности функции предмета

Предмет	Функция	Сущность функции
Спинной мозг	Проводниковая	обеспечение связи и согласованной работы всех отделов ЦНС
Спинной мозг	рефлекторная функция	обеспечение движения
Кожа	защитная	защита организма от механических воздействий
Скелет	локомоторная, защитная, кроветворная	
Щитовидная железа	секреторная	
Кровь	дыхательная, транспортная	
эритроциты	питательная	
ферменты	каталитическая	
Ткани внутренней среды организма	опорно-трофическая	

Задание № 3. Ответьте на вопросы, используя модель «что служит чем?»

1. Какова функция митохондрий? (окисление жиров, белков и углеводов).
2. Какова функция агранулярной ЭПС? (синтезирует углеводы и липиды).
3. Какова функция гранулярной ЭПС? (синтез белков).
4. Какова функция наружной мембраны? (обмен клетки с внешней средой).
5. Какова функция микротрубочек? (опорная).
6. Какова роль бактерий? (возбудители заболеваний).

Thus, professional competence is an indicator that characterizes the level of professional success, and its study leads to an increase in the effectiveness of a specialist. The formation of professional competence should be considered as a process that begins before professional activity and continues throughout its entire duration.

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