

IMPROVING THE TOPIC LOOP METHODOLOGY IN TEACHING ENGLISH ON THE BASIS OF DISCURSIVE COMPETENCE IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract *Today, the formation of reading skills plays an important role in the process of teaching a foreign language, especially English, in medical higher education institutions for a professional purpose. Globalization, increased flow of scientific information, and expansion of international cooperation require specialists working in the medical field to have the ability to read, understand, and use foreign languages, especially professional texts. This study highlights the importance of a phased approach to developing reading competence for medical students. In particular, the effectiveness of the educational process, which is based on components such as preparation (reading materials, analyzing video tutorials, preparing presentations and written works), active work in the classroom (analyzing the problem, evaluating, exchanging ideas), and the post-lesson stage (participating in discussions, drawing independent conclusions), is substantiated.*

Keywords: *Strategy-Based Instruction, syntactic, topic loop, terminology, methodological*

Introduction

The globalization processes, which are receiving special attention in the modern world, are leading to the deepening of social, political and economic ties between countries. This situation, from the point of view of

<https://newconference.ru/index.php/Ireland>

democratic societies, further strengthens the need for professional teaching of English and increasing the professional competence of English teachers. The preparation of highly qualified specialists who are able to read and understand professional literature from original sources is becoming an urgent task today. In countries such as the UK, the USA, Canada, Japan, and Russia, great importance is attached to the development of the speech competence of specialists in various fields and their preparation for professional activity in a foreign language. At the same time, scientific research on teaching English for specific purposes in narrow specialties, teaching it as a foreign language, as well as teaching it based on a strategic approach, is becoming increasingly important. This indicates a high need to improve the methods and strategies of teaching a foreign language, especially for students of medical higher education institutions.

Based on modern requirements, the process of teaching English in medical higher education institutions requires a unique approach and methodological solutions. In particular, it is important to form reading skills in English for medical students, to clearly define the goals and objectives of this process. This involves developing professionally oriented reading skills in students by working on texts that are directly related to their professional activities.

When teaching English in medical higher education institutions, special attention is paid to didactic and methodological aspects when selecting materials of professional content. That is, educational materials should be scientifically and terminologically based, consistent with the future professional needs of students. Also, strategies aimed at the practical use of the language, interactive methods, and context-based approaches are used in the educational process.

This not only helps to master medical English, but also to develop the skills of expressing opinions freely in professional communication, analyzing and communicating scientific information. In this regard, teaching English in a profession-oriented manner is of urgent and strategic importance for the medical field.

Literature review

Modern society is experiencing constant and serious changes due to globalization, the acceleration of migration processes, the integration of the production sector with information technologies, increased economic competition, and, as the most recent example, the COVID-19 pandemic. It is the pandemic situation that has tested countries around the world, including the higher education system.

This emergency situation has forced us to organize educational processes in a new format, reconsider teaching methods and tools, and search for alternative and non-traditional approaches. Despite this, the main content of the subject "Foreign Language" has been preserved - it continues to be practiced in accordance with the requirements of regulatory documents of higher educational institutions and European educational standards.

Therefore, one of the most important tasks of this study is to determine the structure and content of the process of teaching a foreign language on the example of higher medical educational institutions. The strategy for the modernization of the higher education system in Uzbekistan is making foreign language acquisition a key component of the modern standard of knowledge. As a result, the need to use English for professional and personal needs is increasing sharply.

Within the framework of this study, it is planned to study the specific aspects of teaching a foreign language, in particular, English, in

higher educational institutions specializing in the medical field in our country. In this regard, the concept of teaching English adapted to a specific field (English for Specific Purposes — ESP) is taken as a basis. Medical texts are distinguished by their structure, content scope and methodology, which significantly differ from texts in other fields.

Linguist Z.I. Klichnikova identified seven levels of understanding of a foreign language text. The first two levels represent understanding at the level of individual words. At these stages, it is difficult to correctly understand meaningful words, their homonyms, homographs, antonyms and synonyms.

The level of correct understanding of phrases arises when syntactic and morphological complexities are encountered. The fourth and fifth levels require understanding the details of the text rather than its general content. These stages require different types of reading depending on the type of information. At the sixth level, the deeper layers of meaning in the text are understood, and the seventh level involves understanding all content levels.

According to Klichnikova, the first five levels constitute the “meaning sphere” of the text, while the last two levels relate to understanding the structural content of the text. Researchers here interpret the difference between the “meaning sphere” and the “content sphere” in different ways¹. These approaches are especially important as a methodological and didactic basis for effective teaching of a foreign language in medical higher education institutions.

¹ Klychnikova Z. I. Psychological features of teaching reading in a foreign language: a manual for a teacher / Z. I. Klychnikova. - M.: Enlightenment, 2003. - 207p.;

Researchers define the difference between the “scope of meaning” and the “scope of content” in the text differently. It is also necessary to pay attention to the qualitative level characteristics that distinguish such aspects of understanding as depth, accuracy, and scope².

It is worth noting that “at any stage of language knowledge, regardless of how well the language and subject of the text correspond to knowledge and imagination, there are different levels of understanding”, the levels presented above are not considered by researchers to be interchangeable stages of understanding that characterize the level of language knowledge³.

Methodology

In the modern medical education system, effective teaching of English is gaining particular importance, especially in the process of professional education. In this regard, the Topic Loop methodology is an effective approach to contextual and gradual mastery of English for students studying in the medical field.

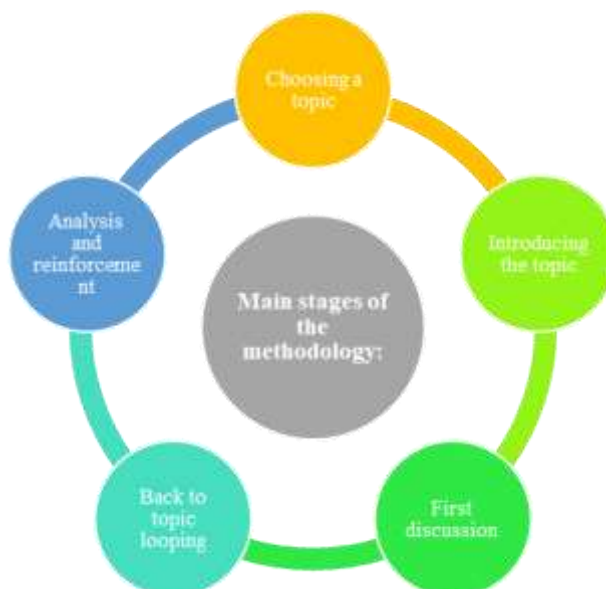
The main principle of this methodology is to deepen students' language competence by repeatedly referring to a selected medical topic (for example, the cardiovascular system, infectious diseases, drugs) at different stages during the learning process. With each return, the topic is further expanded and enriched through new vocabulary, grammatical units and contextual tasks.

² Гиззатова Л.А., Плотникова Н.Ф. Обучение студентов-медиков профессионально ориентированному

Английскому языку. Казанский лингвистический журнал.- № 2 (4), 2019.- С. 67-73.

³ Баранцева И. В. Оптимизация процесса обучения студентов-социологов пониманию иноязычного текста: автореферат дис. канд. пед.наук: - Пятигорск, 2005. - 23 с.

Based on the Topic Loop methodology, students return to this topic through various questions and answers, tasks and discussions within a topic, but each time they master it more deeply through new language units (new words, grammatical forms, expressions).



The main stages of the methodology:

1. *Choosing a topic* - A topic that is relevant and interesting for students is chosen (for example, health care, the environment, professional activities, etc.).
2. *Introducing the topic* - New words, basic phrases, and grammatical rules are briefly explained.
3. *First discussion* - Introduction to the topic through simple questions and answers and exercises.
4. *Returning to the topic (looping)* - In subsequent lessons or conversation stages, the topic is returned to, but this time:
 - New questions are asked;
 - New language units are introduced;
 - More complex ideas are required.
5. *Analysis and consolidation* - Students try to find more independent and correct expression in expressing their opinions.

Results

The results of this study indicate the need for an urgent revision of educational and methodological documents on professional-oriented reading for students of higher medical education institutions. This need is explained, first of all, by the low level of use of original scientific sources and the existence of uniform and standardized approaches that are still observed in teaching a foreign language.

During the study, the selection of content in teaching English was considered as an important factor. In particular, it was emphasized as a scientifically based necessity to develop the reading skills of medical students based on original sources, based on their capabilities, abilities and real needs.

It was found that, especially for students studying in the field of pediatrics, it is important to select appropriate educational materials that serve to develop specific professional terminology, topics, lexical units and reading and language skills. Based on this, the goals and objectives selected for teaching a foreign language should reflect the current issues specific to the field, as well as be focused on learning the language.

An effective solution to these problems is, first of all, through the formation of intensive reading skills among students. Thus, methodologies that are relevant to real needs, adapted to professional English language education, and based on modern approaches are of great importance.

Discussion

The formation of reading skills is one of the complex and multi-stage processes of today's modern education system. In different periods of social development, methods and didactic approaches to the

development of reading skills have changed and manifested themselves in various forms. In particular, the use of traditional methods in the process of teaching reading professionally oriented texts has not been sufficiently analyzed in modern educational technologies.

Therefore, the use of innovative and non-standard approaches in the pedagogical process is becoming an important and urgent issue in the training of future specialists. Such approaches serve not only to improve students' reading skills, but also to master the language in a way that meets their professional needs.

Conclusion

The formation of reading skills in medical higher education institutions should be organized in stages in accordance with modern educational requirements. For this purpose, we consider it important to use the following sequential system of tasks:

- *Preparatory stage* - at this stage, students enter the subject and form initial knowledge through activities such as reading text materials, watching video tutorials, analyzing them, preparing slides and presentations, and performing written exercises;
- *Stage of active work in the audience* - during this process, students acquire skills such as solving a given problem, exchanging ideas, analyzing and evaluating text or audiovisual materials, as well as expressing final conclusions and comments. This stage is significant in that it is organized based on interactive methods;
- *Stage of independent work* - after the lesson, students participate in various conferences, online forums and discussions in order to consolidate their knowledge and opinions, clarify and deepen their opinions through conversations with the teacher.

The educational process, organized on the basis of these stages, helps medical students to develop a deep understanding of professional texts in English, their use in practical activities, and independent analytical thinking skills.

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