

TEACHING UZBEK AS A FOREIGN LANGUAGE TO MEDICAL STUDENTS IN UZBEKISTAN

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Abstract

Challenges in teaching Uzbek as a second language have been discussed, and some solutions have been provided in this article. Moreover, the number of foreign students has been increasing at Tashkent Medical Academy. This encourages the development of teaching Uzbek as a second language.

Keywords: Teaching languages, Uzbek as a foreign language, medical students, grammar, vocabulary.

Introduction

It has been estimated that approximately fifty million people speak Uzbek as a second or native language worldwide. In Central Asia, along with Kazakh, Kirghiz, Tajik, and Turkmen, Uzbek is one of the most widely spoken languages. In Europe and East , there is a growing demand for Uzbek language study as a second language. Language training in Uzbekistan has grown in popularity. In this way, it is reasonable to believe that people are curious about this nation's culture and history throughout the globe. Teaching Uzbek to foreigners is becoming a more popular career and area of study, coinciding with the language's exponential rise in significance worldwide. The effectiveness of Uzbek language training as a foreign language in this setting is up for debate and investigation. It takes a well-defined language curriculum to provide high-quality, successful foreign language training. A good educational teaching process requires well defined goals, content, techniques, and evaluation dimensions for the program. Although a significant amount of time, money, and resources have been dedicated to teaching Uzbek as a foreign language, the quality of education has not yet achieved the intended standards. One of the most significant effects of these unfavorable outcomes is the dearth of excellent Uzbek as a foreign language training departments and curriculum.

Teaching Uzbek as a foreign language has been a subject that is more spoken and worked on when compared to the past, both in Uzbekistan and abroad, especially for the last 20 years. The issue takes on a far different dimension when the case of Uzbek as a foreign language, which has been neglected for years, is compared to the cases of other languages as foreign languages. The practice of teaching Russian and English as a foreign language began a very long time ago, has gained usefulness recently, and is now recognized globally as a science language. Parallel to this, teaching German, Spanish, and French to non-native speakers has a long history. The

preparation and development of programs and materials required in the process of teaching languages to foreigners has accelerated, even though trials based on purposeful and modern approaches began in the early 1980s. [1. Ümit Yıldız]These trials coincided with the beginning of teaching languages like English, German, and French as foreign languages. In Uzbekistan, teaching Uzbek as a second language has not been developed as well as other languages.

Teaching Uzbek as a foreign language can present several challenges due to various linguistic, cultural, and pedagogical factors. Here are some common issues encountered in teaching Uzbek:

1. Limited Resources: Compared to widely taught languages like English, French, or Spanish, resources for learning Uzbek as a foreign language are limited. This includes textbooks, online courses, language-learning apps, and other instructional materials. Even though some materials have been created over the last decades, such as “Uzbek language for foreigners” (for level A1) and “Uzbek language for foreigners” (for level A2), the quantity of those resources is not yet adequate. These textbooks have been published in very rare copies in Uzbekistan. Apart from that, other countries have been paying attention to creating a system to teach Uzbek.

In South Korea, there is a standard curriculum for the Uzbek language supported by Korea’s Critical Foreign Language Education Act (enacted since 2017). The standard curriculum for the Uzbek language consists of a total of four levels, with A1 indicating the lowest level as an introduction to the Uzbek language and up to B2 as the highest level. [2. Lee, Ji-eon]

Nowadays, the quantity of foreign students is increasing in Uzbekistan. In this case, teaching Uzbek as a second language plays a crucial role in their education process. Students who are from abroad are coming to Uzbekistan to study at medical universities.

Students who are studying in the medical academy should learn specialist vocabulary since it is necessary for the progress of all the skills that are required in their professional setting. Both medical students and practicing doctors win scholarships in hospitals in Uzbekistan, so they are aware of the importance of learning medical terminology. While doing practice in Uzbek hospitals, they have to communicate with both patients and medical staff. Students and doctors must acquire medical vocabulary, which will allow them to write case histories in a proper way, give orders to patients and nurses, and discuss problems with patients and hospital staff.

Teaching Uzbek to medical students can be done through the following steps:

Structure the curriculum: developing a curriculum that focuses on medical terminology and vocabulary in Uzbek. This will ensure that the students learn relevant terms and phrases that they can use in their medical careers.

Providing resources: Gathering appropriate resources like textbooks, online courses, and audiovisual materials that can help the students learn Uzbek. Making sure these resources are specific to medical terminology to aid in their understanding.

Introducing basic conversational skills: Starting with teaching basic conversational skills in Uzbek to help the students feel comfortable using the language. Teaching greetings, introductions, and common phrases used in medical settings. For example:

- Assalomu alaykum!
- Va alaykum assalom!

- Ismingiz nima?
- Mening ismim Adiba. Sizniki-chi?
- Ismim Lee. Adiba, necha yoshdasiz?
- Men 18 yoshdaman. Siz-chi?
- Men 19 yoshdaman. Lee, qayerdانسiz?
- Men Hindistondanman. Sizchi?
- Men koreyalikman.
- Tanishganimdan xursandman, Lee
- Men ham, Adiba
- Xayr, sog‘ bo‘ling!
- Xayr, salomat bo‘ling!

4. Incorporate role-playing exercises: Simulate medical scenarios through role-playing exercises. Divide the students into pairs or small groups and assign roles like doctor, patient, nurse, etc. Encourage them to use Uzbek to communicate and practice their language skills. For example:

Bemor: Assalomu alaykum!

Shifokor: Va alaykum assalom! Nima bezovta qilyapti?

Bemor: Menda bosh og‘riq va ko‘ngil aynishi bor.

Shifokor: Qon tahlili o‘tkazishimiz kerak. Natijalar chiqqandan keyin tashxis qo‘yiladi.

Bemor: Shifokor, Boshim qattiq og‘riyapti.

Shifokor: Hamshira sizga o‘g‘riq qoldiruvchi uqol qiladi.

Bemor: rahmat

5. Focusing on listening and speaking skills: encouraging students to listen to authentic Uzbek audio clips or watch videos relevant to medical topics. This will help them become accustomed to the language’s pronunciation, intonation, and rhythm. Providing opportunities for students to practice speaking in Uzbek, such as group discussions or presenting case studies in Uzbek, students can be divided into small groups, and they play a game using disease-related collocations. (The first group members tell one part of the collocations, and the second group has to tally the other part.) For example:

dori ichmoq	qandli diabet
uqol qilmoq	amaliyot qilmoq
qon bosimi	tashxis qo‘ymoq
tana harorati	tuzalib ketmoq
suyak sinishi	qon tahlili

Several individuals and organizations have contributed to the development of teaching Uzbek as a foreign language. Some notable contributors include:

Language teachers: Dedicated language teachers who specialize in teaching Uzbek as a foreign language play a significant role in its development. These educators create lesson plans, develop teaching materials, and implement effective teaching methodologies to help students learn the language. They should be rewarded by the government, and it helps encourage them to make progress during their incumbency.

Language schools and institutions: Language schools and institutions that offer Uzbek language courses contribute to its development by providing resources, creating curriculum, and organizing language programs for learners.

Language scholars and researchers: Linguists, scholars, and researchers who study Uzbek language and linguistics contribute to its development by advancing our understanding of the language's structure, history, and usage. Their research findings inform language teaching methodologies and curriculum design.

Government support: Uzbekistan's ministries and organizations may offer financial assistance for the creation of instructional materials, language curricula, and other projects that encourage the study of Uzbek as a foreign language.

International organizations: Through funding, research partnerships, and educational initiatives, organizations like UNESCO, the British Council, and different academic institutions may help support the growth of Uzbek language instruction.

Language learners: By offering comments, taking part in language classes, and advocating for the language in their communities, language learners themselves are vital to the advancement of Uzbek language instruction.

Conclusion

In conclusion, it is a reality that more effective and scientific methods of teaching Uzbek as a second language are required, both in Uzbekistan and elsewhere. It is obvious that the necessary and urgent actions on this matter cannot be put off any longer. Curriculum specialists, subject matter experts, teachers with prior experience teaching Uzbek as a foreign language, and other cycle share holders should collaborate to create a curriculum model that best satisfies the requirements and expectations of each cycle share antecedent to the opening of departments dedicated to teaching Uzbek as a second language. It is necessary to conduct requirements analysis research in order to build such a program model.

In medical universities, topics related to the medical field should be taught to students by professional teachers who are specialists in order to teach Uzbek as a second language. Besides, a curriculum has to be made that can meet high standards.

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