

FOREIGN LANGUAGES IN MEDICAL UNIVERSITIES OF UZBEKISTAN: BARRIERS AND SOLUTIONS FOR PROFESSIONAL COMMUNICATION

Zaydullin A. Sh.

1st year student of the 1st treatment faculty of Tashkent Medical Academy
Department of Uzbek and foreign languages, Tashkent Medical Academy
Scientific Advisor – senior lecturer **Khazratova G.Sh.**

Introduction. In today's globalized world, international communication and the integration of humanities into medical education have increased the need for quality foreign language instruction for medical students. Proficiency in a foreign language enables access to specialized literature, participation in international conferences, scientific publishing, and collaboration with foreign colleagues. Therefore, analyzing medical students' perspectives on language learning is crucial.

Research Objectives. This study examines current trends in foreign language teaching in Uzbek medical universities, students' opinions on its role in medical education, challenges they face, and possible solutions.

Materials and Methods. A specially designed questionnaire was used, covering five categories: general attitudes toward language learning, evaluation of language instruction quality, extracurricular activities, primary areas of language application, and suggested solutions for overcoming difficulties. The survey was conducted anonymously online via Google Forms among 100 students from various medical institutions in Uzbekistan, including Tashkent Medical Academy (23%), Tashkent State Dental Institute (24%), Tashkent Pediatric Institute (33%), and others (20%). Responses were analyzed statistically, and relevant literature was consulted to validate findings.

Research Results. The majority of respondents were female. About 85% reported English proficiency, with smaller percentages studying German, French, Chinese, Korean, and Turkish. While 96% viewed English as the most useful medical language, German (63%), Korean (20%), Chinese (14%), and Japanese (5%) were also considered beneficial.

Only 10 students had advanced (C1-C2) proficiency, while most were at beginner (A1-A2, 39%), intermediate (B1, 26%), or upper-intermediate (B2, 25%) levels. Some had proficiency in a second language.

Regarding teaching quality, 27% rated it as excellent, 29% good, 26% satisfactory, and 18% unsatisfactory. Learning resources were rated positively by 74% of students. Teaching methods included lectures, group projects, medical dialogues, and online exercises.

Most students (77%) found allocated learning hours sufficient. However, 62% pursued additional learning, with 43.5% attending language centers and 38.7% studying independently. The main motivation was studying or working abroad (42%), attending conferences and publishing research (17%), reading medical literature (13%), obtaining certificates (9%), and professional use (3%).

The biggest challenge was lack of time due to heavy coursework (73%), followed by complex medical terminology, insufficient practice, and lack of extracurricular activities.

Students suggested redistributing study hours from non-core subjects to language learning, adopting interactive methods, introducing internal language courses, and increasing participation in international conferences.

Conclusion. Students rated foreign language instruction positively but emphasized the need for innovative methods, such as patient-doctor role-playing and personalized learning. There is also demand for additional courses in later years, such as "Scientific Language for Research" and etc. Despite heavy academic schedules, many students take external courses, indicating a need for more on-campus extracurricular activities like conversation clubs. Challenges with medical terminology highlight the necessity of Latin proficiency. The study revealed significant variations in proficiency levels among Uzbek medical students. To excel in research, internships, and medical practice, at least an independent user level of proficiency is required.