

# PRACTICAL LESSON FORMATS USED TO IMPROVE THE TEACHING OF ENGLISH TO VETERINARY STUDENTS

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## Abstract

This article is devoted to identifying strategies for using specific features in teaching English, as well as studying methods for demonstrating the professional and psychological potential of veterinary students through English. The article examines issues related to the use of pedagogical technologies in teaching English to veterinary students in the modern educational process, emphasizing that the effectiveness of lessons largely depends on the teacher's ability to engage students and motivate them to learn.

**Keywords:** Development of the pharmaceutical sector, integration, sociolinguistic competence, investment, pharmaceuticals, linguodidactics, autocompetence, axiological approach, objective thinking, communicative and sociolinguistic competence, collaboration, non-standard approaches, improvement, enhancement of preparedness, use of tools, encyclopedias, programs.

## Introduction

Global experience shows that in recent years the use of new multimedia technologies in teaching has been increasingly emphasized. These include not only new technical tools, but also new forms and methods of teaching, as well as innovative approaches to the educational process. In this context, the main goal of teaching foreign languages is to form and develop students' communicative competence and to train them in the practical use of a foreign language.

In recent decades, one of the most revolutionary achievements that has significantly influenced the educational process worldwide has been the creation of a global computer network known as the Internet, which literally means an "international network." The use of cyberspace for educational purposes represents an entirely new direction in general didactics and specific teaching methodology, as the changes observed affect all aspects of the learning process—from the selection of working methods and approaches to the transformation of academic requirements. The substantive foundations of the mass computerization of education are



undoubtedly linked to the fact that modern computers serve as effective tools for optimizing intellectual work in all its forms.

Economists R. Williams and K. Mackley write in their article: “One distinctive feature of the computer is that it can be used as a tool to assist in acquiring the means and knowledge necessary to teach others. This is due to its inanimate nature. The machine can maintain a ‘friendly’ interaction with the user and, at times, ‘support’ them, but it never shows signs of irritation or boredom. In this sense, the use of computers is perhaps most beneficial in individualizing certain aspects of the learning process.”

Today, people around the world use the Internet not only to download information; for example, they can attend engaging lectures delivered by professors from anywhere in the world without leaving their homes, and spend time in the reading rooms of libraries in cities such as London, Paris, New York, Saint Petersburg, and Moscow. Using platforms like Skype and others, they can communicate remotely with their peers and discuss current issues in modern education. In addition, the use of email allows students to quickly contact professors; however, nowadays email is increasingly being replaced by free applications such as Skype, Viber, WhatsApp, and others.

Schools and higher education institutions in the Russian Federation still do not consider distance learning via the Internet as the main form of education, viewing it rather as an additional motivational tool in the learning process. In some institutions, even the use of Wi-Fi is regarded as an innovative approach. In contrast, other countries, such as Finland, have introduced laptops and tablets instead of traditional textbooks.

The process is organized in such a way that students come to school or university with their laptops or tablets. The instructor uses network connections to link all students, and they can view necessary presentations, materials, and other resources on their screens. The use of tablets and laptops in the educational process helps to organize it in a more modern and efficient way. Textbooks are not able to keep pace with scientific changes and discoveries, as a result of which students often learn about certain phenomena only after a considerable period of time, when the relevant information is included in newly revised editions of textbooks. In this regard, it is important to highlight the advantages of using Internet resources in teaching foreign languages:

1. The opportunity to study remotely at any university in the world.
2. The development of the ability to stay informed about all modern scientific discoveries.
3. Increased efficiency in solving educational problems through communication with peers via email, Skype, Viber, WhatsApp, and other platforms.
4. The possibility of organizing and participating in international conferences, among others.

Are there any drawbacks to teaching foreign languages using the Internet? Of course, there are. Most students, for various reasons, tend to perceive computers and the Internet not as tools for learning, but as sources of entertainment. This is largely due to the fact that parents and teachers do not adequately prepare students to use computers effectively: parents are often busy with work, while teachers spend a significant amount of time completing various reports.

In addition, the Internet infrastructure in all educational institutions located in remote regions of our republic is not well developed. The level of education is often associated with the amount of teachers’ salaries and the equipment of educational institutions; therefore, the world’s



leading universities are still located in countries such as the United States, Germany, the United Kingdom, and France. After all, without the use of modern technologies and without a high level of interest from teachers in each educational institution, it is impossible to prepare students for modern life and make them competitive in the labor market.

It should be noted that in many regional schools, as well as higher and vocational education institutions, the Internet and even computers are used very rarely. Thanks to the Internet, students gain vast experience and do not feel isolated within a single country. In fact, any European citizen does not consider neighboring countries unusual or foreign, because they are in constant contact with their peers from different countries, including during classes and directly within the educational process.

In this situation, it can also be improved by creating opportunities for the continuous professional development of young teachers. For example, foreign language teachers should be sent for internships abroad at least once a year, and it should be made mandatory to organize weekly training courses throughout the year. In addition, it is necessary to establish online lessons via Skype with tutors from English- and French-speaking countries, and implement similar practices, and so on.

In modern society, the main purpose of learning foreign languages is communication; therefore, constant interaction with native speakers should become a regular and even mandatory requirement for foreign language teachers. This mechanism can be implemented through international exchange programs and distance-based individual courses.

Today's modern society requires highly qualified professionals in terms of their competence. The education system must meet the demands of economic development and social modernization.

According to the recommendations of the Russian scholar E.V. Shirshov, information and pedagogical technologies are based on the following electronic didactic functions:

1. **Visuality** – ensures awareness, meaningful perception of information, and the formation of ideas and concepts.
2. **Flexibility** – maintains normal conditions for the learning process, supports demonstrations, and focuses on continuity of knowledge and learner independence.
3. **Compensatory function** – facilitates the learning process and helps achieve educational goals.
4. **Informational function** – simplifies the learning process, while educational tools serve as sources of knowledge and carriers of information.
5. **Integrity** – allows a phenomenon to be viewed both as a whole and in its component parts. Special requirements are imposed on the process of teaching English using Internet resources. This includes interaction during lessons. In the methodology of teaching English, this feature is called interactivity. Interactivity is understood as the coordination and complementing of communicative goals. An interactive approach serves as a means of achieving communicative objectives in a virtual space.

If students communicate not in artificial conditions created by the Internet, but in a real language environment—for example, by “inventing a dialogue on a given topic”—they become engaged in solving interesting, achievable, meaningful, and realistic tasks. In this process, an



appropriate level of authenticity is ensured, and students speak naturally rather than in a memorized or mechanical way.

Distance learning and extramural education are considered the most suitable options for students who are eager to acquire knowledge. This approach makes it possible to develop 21st-century skills in students by encouraging them to work with various programs and applications, and it can even be organized at a higher level than traditional classroom-based lessons. Currently, many interactive teaching methods used in the education system for language learning and economic disciplines have become widespread. Most of these methods can also be effectively applied in teaching technical knowledge and related fields.

To organize independent work in a distance learning system, it is first necessary to define learning outcomes through Bloom's taxonomy. In addition, in order to develop knowledge and skills, appropriate educational applications on the Android system can be selected using "Bloom's verbs." For example, activities belonging to the cognitive category such as marking a document, copying, listing, defining, identifying correspondence, approving, commenting, recording, recalling, recognizing, reporting, asking, re-asking, searching, identifying, naming, repeating, extracting, annotating, referencing, remembering, imagining, retelling, describing, labeling, placing, determining position, finding similarities, and others can be organized through educational applications such as Notepad+, Mental Note, Word, Google, Excel, PowerPoint, Polaris Office, ShowMe, Quick Sketch, Blogpress, Smart Office 2, Show of Hands, Zoho Docs, Prezi, and Flashcards+.

In organizing students' independent work in a distance learning system, it is advisable to adapt it as much as possible to the learner's device. Today, most students own mobile devices running on the Android system; therefore, the use of m-learning applications is highly convenient and effective for learners in all aspects. The implementation of these tasks, of course, requires the use of the Internet.

What does the Internet offer its users? Today, compared to the situation five years ago, the Internet provides a wide range of sources and information. The main set includes:

- e-mail;
- videoconferencing;
- teleconferencing (Usenet);
- creating homepages;
- publishing one's own information;
- directories (InfoSeek, LookSmart, Galaxy, Yahoo);
- search engines (Google, Yandex, AltaVista, Rambler).

It should be noted that the Internet is an ideal platform for obtaining up-to-date and reliable information about events in science, technology, economics, and foreign languages, effectively turning a classroom into an information-rich environment. In such educational conditions, students are required to read extensively and speak foreign languages fluently, which significantly enhances communicative competence.

For a teacher, the main task is to become an observer and not interfere with communication, allowing students to make mistakes, as this is the only way to develop speaking skills and overcome psychological barriers. It is possible to work with articles covering real-life topics



such as weather, culture, and sports. An undeniable advantage of this approach is that it fully engages the audience: stronger students may study more complex articles, while weaker ones may be given simpler content such as weather reports. In addition, students can expand their vocabulary by identifying new words and expressions from the texts. Thus, in the traditional learning process, students memorize not only textbook vocabulary but also modern and relevant language units.

Based on current demands, the role of the teacher in the use of the Internet is also changing significantly. Therefore, the teacher should now act as a guiding figure who provides each student with opportunities for creative development in foreign language learning and helps develop their intellectual abilities. This, in turn, makes a significant contribution to training qualified specialists who can communicate in several foreign languages and contribute to the economic and social development of any country.

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