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**THE USE OF INFORMATION-SIMULATION TECHNOLOGIES IN
THE LESSONS FOR FOREIGN LANGUAGE IN THE AGRARIAN
UNIVERSITY
IN THE UNIVERSAL HIGH SCHOOLS**

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Abstract: The article considers the problem of relevance and lane a prospective use of information and simulation technology in the classroom for foreign language in medical school. Active use of information technologies, including simulations, helps professionally oriented language training of future physicians whose.

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The situation in the agricultural system now updates the need for training, the way governmental successfully and efficiently realize itself in a rapidly changing high-tech world. Before the higher medical school should first priority to ensure the development of new educational technologies (from the Greek. *Techm* - art, skill + *logos* - the concept, doctrine) and innovative approaches aimed at developing each student's ability to develop its line of professional behavior relying on moral beliefs, value orientations and professional skills to preserve people's health and life.

It should be noted that a foreign language occupies a special niche in the training of future doctors. Language, as a cultural phenomenon, performs not only cognitive, but also developmental, as well as educational functions of

instruction. The whole process of professional no-linguistic learning takes place through individual student, his irreplaceable and goals, values, interests, perspectives, life plans and projects. The degree of involvement of the student in educational and professional activities are largely determined by the possibility offered to him for personal activity in pedagogically system. Personal meaning of activity-activity of the student is not ready to assimilate knowledge systems, the whole structure of the future about the occupational activities.

A special place in the system of vocational and linguistic homeworks future experts in the field of medicine given to activation of creative activity of students on the mastery of knowledge through the use of the classroom for foreign language information and simulation technologies.

We refer to information technology:

1. Computer training programs, including electronic textbooks, exercise equipment, laboratory workshops, test SIS topics;
2. Educational systems based on multimedia technologies;
3. Distributed databases by branches of knowledge;
4. means of telecommunication, including e-mail, those local and regional communication networks, network sharing is given governmental;
5. Electronic Library of distributed and centralized detail system;
6. Testing and knowledge control systems;
7. The round tables, debates, group training.
8. Expert and training systems, which enable student receive (during the academic studies) knowledge of the subject area being studied.

Thus, the use of information technology effectiveness t at all stages of the educational process:

- at the stage of presentation of educational information;
- at the stage of mastering of educational material for the interactive interaction of the student with the computer operation;
- at the stage of consolidation and repetition of acquired knowledge, skills;

- at the stage of intermediate and final control and self-monitoring of the achieved results;

- at the stage of correction of the learning process by improving the dosage of educational material, its classification and systematization, etc.

It is worth noting that the modern system of higher agricultural aimed at training specialists with not only a high level of theoretical knowledge but also practical skills, are able to efficiently and quickly respond to recent advances in medical science, ready to introduce new technologies into practical healthcare. The doctor needs to confidently navigate the many manifold clinical information, with lightning speed to take the right decisions in critical situations and hold precision. The practical Skim skills.

Therefore, it is vital at present represented wish to set up the implementation in practice of training future medical simulation teaching methods (simulation - from the Latin). The introduction of high-tech medical aid program calls for a mandatory preliminary training and simulators. Advantages implementation phantom simulation training in educational space of the agricultural institute because they allow students to successfully pass the necessary theoretical background, to acquire practical skills gained in. Multiple repetition of the same situation gives the opportunity to bring practical skills to automate. Work on models, phantoms and simulators allows students faiths to the starting point in the case of a student error. Virtual simulators allow students to work out all the necessary manipulations and bring them to automatism. Students have at their disposal simple simulators for practicing practical skills, as well as deeply specialized simulators with computer providing. There is a merger of information and simulation technologies. One of the tools of professional and linguistic training of students are conferences broadcast, materials under existing working from presenting students.

Using information and simulation technologies in the foreign language classes, students are given the opportunity to develop skills to work with patients in conditions as close to real as possible; the basic principles of programming

laboratory instrumental examination. Noteworthy is the possibility of students improving their communication skills, relying on the aspects of working with plants. In the process of communication with the patient student receives possibility the skills of the plants survey in the collection history, various laboratory and instrumental data and results of survey; future experts in the field of agriculture studying local efficient flow of information.

Working with the use of information and simulation technologies in classes in a foreign language allows you to:

- ensure consistency and continuity in the development of practical skills when working on mannequins, models using simulated training and diagnostic procedures and therapeutic procedures;

- consolidate the basics of clinical thinking;

- improve monitoring the quality of students' knowledge;

- conduct independent work of students of a agricultural university;

- contribute to the development of communicative skills;

- to carry out quality control of the formation, development and improvement students practical skills.

Acquired in the process of knowledge and skills contribute to understanding life's priorities.

The educational activities of students using information and simulation technologies can be considered in three aspects:

- reception and processing of information;

- decision making;

- the formation and development of gnostic abilities, skills and actions of cognitive value.

- abilities, skills and actions aimed at the subject area of professional activity (executive aspect);

- skills, organizational skills;

- communicative skills of professional communication;

- information skills (executive aspect);

- abilities, skills and actions of self-regulation [3].
- his attitude to the world, people, objective activity;
- self-regulation and the student's attitude toward himself as a subject of professional activities;
- understanding and awareness of the formed professionally significant qualities;
- Assignment of values to the agrarian profession.

The study shows that the use of an Information and simulation technology in the classroom for foreign language in medical school contributes to the creation of a real model professionally oriented communication in an atmosphere of feeling students the need and the desire to use a foreign language as a position of professional communication. As can be seen from the above, in the process of information and simulation work future opportunity when learning a whole set of practical mind and skills to develop its own line of professional behavior with reliance on a foreign language.

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