

THE SIGNIFICANCE OF THE LEARNING OF THE FOREIGN LANGUAGES FOR THE STUDENTS OF MEDICAL UNIVERSITIES

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The rise of English is a remarkable success story. When Julius Caesar landed in Britain nearly two thousand years ago, English did not exist. Today English is used by at least 750 million people, and barely half of those speak it as a mother tongue. Some estimates have put that figure closer to one billion. Whatever the total, English today is more widely spoken and written, than any other language has ever been. It has become the language of planet, the first truly global language. English is the medium for 80 per cent of the information stored in the world's computers and it is spoken practically all over the world.

AIM: purpose of research was study the significance of learning of foreign languages for students of Medical Universities; to explore ways of improving the quality of learning. Natural question that occurs is why school leavers do not possess adequate language skills, and an attempt has been made to tackle this question.

METHODS AND MATERIALS: Learning of a foreign language is not an easy task. It is a long and slow process that takes a lot of time and efforts. Learning English is like learning to swim or learning to play ball. A good ball-player spends hours, days, months, and even years practicing. The more he practices, the better he plays. He has to learn to meet the situations of the game as they arise and react to them immediately. And so it is when we are talking. The ideas we wish to express come instantly to our mind, but there is no time for us to stop and think of how to put together the words we need. Acquiring the ability to use a language automatically, that is without stopping to think, is a process of habit information. Forming a habit, any kind of habit, requires much practice.

Every language has patterns that are fundamental. Every language has a body of common words used by all the speakers of that language and thousands of other words that are used less frequently. We can understand and read many words and structures that we cannot use in speaking and writing. Every language has many ways of saying the same thing. Learning English efficiently requires that you put your mind on what you are doing and have intention and will to learn. You have to build up language habits

in English just as you build up language habits in your mother tongue. Language is not to be taught, language is to be learnt.

From lesson to lesson we must improve our knowledge, learn more and more new words, grammatical structures and put them into practice of speaking. It is useful to watch English video films and then have a discussion. We get acquainted with English or American writers reading their works in original. Speech of native speakers serves us a good example, which we try to follow. We can listen to pop songs and try to understand the words.

A critical view of language study and of learning can become an empowering educational device. The students' interests, aspirations and background should be perceived by the teacher or profession. One straightforward approach is to ask the students themselves. After finding out who our students are, what they studied at school, how they feel about language learning, we are in a much better position to decide appropriate objectives in a particular teaching situation, select a methodology, design courses in English for Medical purposes which provide what our students are seeking. In English classes, learners carry out various tasks, gap-filling exercises for checking reading comprehension skills; learning to conduct dialogues on certain topics or performing role-plays. Students find it very hard to cope with learning English for Medical purposes basically because of a lack of general English skills. Learners have to master terms used in medicine, to be able to understand formal professional texts and authentic recordings of lectures produce formal pieces in writing as well as to be able to make professional presentations and participate in discussions on contemporary medical issues.

Our investigation involved gathering data on learners' view on their encountered difficulties in learning English at university, on their learning needs and expectations, on ranking of preferences for language skills, i.e. degree of importance of proficiency in different areas of language, collecting and analyzing learners' self-assessment data throughout the course. To obtain a clear idea of learners' priorities in different aspects of language learning, respondents were requested to indicate how important it was for them to become proficient in various areas of language use.

Knowledge of foreign languages opens many doors before you, gives you many opportunities and advantages. Reading books in original develops students' intellect, their attitudes to life and to other people.