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EMI IN HIGHER EDUCATIONAL INSTITUTIONS OF MEDICAL DIRECTIONS OF UZBEKISTAN

Annotation

The article theoretically analyzes the needs of teaching branch subjects in English and EMI (English as a medium of instruction) language as an important factor in the internationalization of higher education institutions and the expansion of academic mobility. In addition, the problems and possibilities of applying EMI in the republic's HEIs were discussed.

Key words: English as a medium of instruction, field sciences, QS, academic mobility, language policy.

EMI В ВУЗах МЕДИЦИНСКИХ НАПРАВЛЕНИЙ УЗБЕКИСТАНА

Аннотация

В статье теоретически анализируются потребности преподавания отраслевых предметов на английском языке и языке EMI (английский как средство обучения) как важного фактора интернационализации высших учебных заведений и расширения академической мобильности. Кроме того, обсуждались проблемы и возможности применения EMI в вузах республики.

Ключевые слова: Английский язык как средство обучения, профильные науки, QS, академическая мобильность, языковая политика.

O'ZBEKISTON TIBBIYOT YO'NALIGI OLIY TA'LIM MASSASALARIDA EMI

Annotatsiya

Maqolada sohaviy fanlarni ingliz tilida o'qitish ehtiyojlari va EMI (English as a medium of instruction) ta'lim tilining oliy ta'lim muassasalarining xalqarolashuvi va akademik mobillikni kengaytirishning muhim omili sifatida nazariy tahlil qilingan. Shunigdek, respublika OTMlari EMI ni qo'llash muammolari va imkoniyatlari muhokama qilingan.

Kalit so'zlar: English as a medium of instruction, sohaviy fanlar, QS, akademik mobillik, til siyosati.

Introduction. In the last decade, a number of reforms have been implemented in the system of teaching foreign languages, and especially the issue of increasing the rating of higher education institutions has become the main goal for each HEI. However, the official language of education in all local HEIs is Uzbek and Russian.

Surveys conducted in most higher education institutions in foreign countries indicate a greater use of bilingual education, with some subjects in English and the rest in the mother tongue. Later, depending on which one is more effective, the language of instruction is retained.

Materials and methods. The issues of teaching specialized subjects in English in our republic E.Kh. Mukhamedov, F.I. Sharipov and O. Tillaboeva's scientific articles[8], F.I. Sharipov touched upon the problems of EMI teaching at the Tashkent State Law University. He notes that 14 out of 19 modules at the university are taught in English and that most EMI teachers have an IELTS level of 7. However, he believes that the discussion of some topics in the mother tongue during the teaching of the specialized subjects in English to the students of the 2nd level gives an opportunity to cover the topic more widely. Also, when F.I. Sharipov launched EMI:

it is necessary to conduct a diagnostic test to determine the level of language proficiency among students;

EMI course students should be required to have 6 levels of international IELTS certificate;

suggests that it is necessary to increase the qualifications of teachers on the ESP course.

Result and discussion. In the course of our research work, we got acquainted with the state of teaching specialized

subjects in a foreign language in the branches of international HEIs in our country and the possibilities of teaching subjects in English in the medical fields of Tashkent International University of Westminster, Tashkent International University of Westminster and Akfa University.

The technical institute of the State Technical University of the Republic of Uzbekistan received the status of an institution providing higher education services in the Republic of Uzbekistan according to the state license presented by the State Inspectorate of Education Quality Control under the Cabinet of Ministers of the Republic of Uzbekistan[4].

Treatment of this institute, education in the areas of dentistry is conducted in Uzbek, Russian and English. Students who choose to study in English must submit an IELTS or TOEFL international language proficiency certificate. Teachers who conduct training in English are graduates of HEIs of South Korea, USA, Great Britain, Germany, France, Italy, Japan and Malaysia. When talking with the teachers of the institute, some of them emphasize that they have improved their qualifications from the courses of pedagogical skills of teaching EMI. The management of the institute says that the professors who teach in English fully meet the demand with their knowledge of the language and specialty. However, there are problematic situations in the institute, and sometimes students of the 4th-5th level with a certificate note that they have difficulty in studying specialized subjects such as pharmacology, orthopedics, dental surgery in English, and in this case they have to be transferred to Russian or Uzbek groups.

was established in 2019 on the basis of the decision of the Cabinet of Ministers "On the establishment of Akfa International University in Tashkent" and the initiative of the Ministry of Health, the Ministry of Higher and Secondary Special Education and "Akfa Medline" LLC. Applicants applying to study at the university are required to have a certificate of graduation from a school or secondary special education institution, as well as IELTS or TOEFL certificates. Students admitted to Akfa University must have international certificates with IELTS 5.5, TOEFL iBT 55 or Duolingo English Test 95. Education in the field of medicine lasts 6 years, the language of education is conducted in English, and only qualified specialists with medical diplomas from international higher education institutions insist that they teach in English. When studying the composition of professors and teachers, it was found that most of them are South Korean, Indian and local scientists. The difference between Akfa University and YoDJU is that education is conducted only in English, and students do not have the right to choose another language, because teachers do not have the skills to teach or speak Uzbek or Russian.

In the course of our research, the possibilities of teaching specialized subjects in English in another international higher education institution were studied. This Tashkent International University of Westminster does not have a medical department. EMI of this university was selected for the purpose of studying the pedagogical skills of teaching professors.

It was established in 2002 in cooperation with Westminster University of London, Ministry of Higher and Secondary Special Education of Uzbekistan, and "Talent" Foundation. The university offers Preparatory, SIFS, Bachelors, Masters and Professional Certificate courses, with Bachelors in Commercial Law, Business Information Technology, Finance, Economics and Finance and Business Administration. All these courses lead to a UK Honors Bachelor's degree. All subjects are taught in English at this higher education institution, training is conducted based on approved programs at the University of Westminster, London. The difference between the university and the higher education institutions mentioned above is that almost all professors and teachers are citizens of Uzbekistan, and they have language certificates. Most of the teachers are specialists who have completed master's degree or advanced training courses abroad. As a result of our research, it was found that the professor-teacher employed in this higher education institution is accepted only in cases where he has passed 2.3-level tests in English and specialized subjects. As a result of observing the professors and teachers of this university and the teaching process, we came to the conclusion that local teachers can also teach specialized subjects in foreign languages and teach at the level of international demand. Also, the lack of opportunity to regularly bring foreign professors to the local higher education institutions to conduct classes in foreign languages shows that local teachers can also make a great contribution to increasing the international rating of HEIs.

As the object of our research, the treatment departments of Tashkent State Pediatric Medical Institute, Bukhara State Medical Institute and Andijan State Medical

Institute were selected, and questionnaires were conducted among professors and students of the specialty.

Bukhara State Medical Institute named after Abu Ali ibn Sina became the first higher education institution in Uzbekistan to establish its branch in foreign countries. From the academic year 2020-2021, the professors and teachers of the institute will study in their country to the Indian citizens admitted to the MBBS (Bachelor of Medicine and Surgery) program. According to the agreement, Noida International University will provide support for the use of necessary infrastructure, material and technical base, educational laboratories and clinical bases for the educational process. Admitted students will spend the first two years in India and the remaining 3 years in Bukhara. For information, it should be noted that Bukhara State Medical Institute was accredited by the Medical Council in 2019, which gives the right to teach Indian citizens. In the last academic year, about 50 Indian citizens were admitted to study[5]. This institute has joint educational programs with Russia, Italy, India and Poland, and the programs are conducted in Russian and English. Education is conducted in the form of "2+3", "2+4" in joint faculties.

It should also be noted that not all joint programs of HEIs are functioning effectively in our republic, some of them are interrupted during the education process, putting students and their parents in a difficult situation. That is why there is a strong demand for pedagogues who can teach in foreign languages, and the time has already come to increase the prestige of local HEIs.

In Andijan State Medical Institute, many meetings with international specialists are held, there are also many teachers of specialized subjects with international IELTS certificate. However, we believe that practical support is needed to establish EMI, and to support the EMI education process by sending certified teachers to refresher courses abroad.

In the questionnaire received from EMI teachers, "What pedagogical technologies do you use in teaching the specialty subject in English?" Do you use methodical manuals for teaching specialized subjects in English?" to the questions, they state that they don't know that there are specific pedagogical technologies for teaching EMI, that they use the same pedagogical technologies in English classes as they use in teaching the specialty in their mother tongue. They say that technologies such as "Fish Seklet" and "Brainstorming" are used more. They also say that studying in English is hard work for them, knowing the language or studying in English is not a problem, but translation of working programs, teaching-methodical set, and translation of books in the native language into English requires additional work.

Conclusion. As a result of the survey among students, it was found that there are many advantages of teaching subjects in English, and the most important ones are:

that the level of language knowledge will increase, the number of classes in English will increase;

they emphasize that in the future, they will provide employment opportunities to foreign companies in their specialties.

In the course of our research, we studied the advantages and obstacles of teaching specialized subjects in English at HEIs in our country. This information can be seen in the table below.

1-Table

Advantages and difficulties of introducing EMI in the Republic's HEIs

Advantages	Difficulties
Increasing the level of language knowledge of students and professors.	Inadequacy of appropriate academic literature in English related to the specialty.
Provides an opportunity to use educational literature in English related to the specialty.	Due to the low level of knowledge of the English language of professors and the age limit of experienced professionals, there is little opportunity to develop language skills.
The availability of professors and teachers with language skills for teaching foreign students.	The fact that the subject is easier to understand in the native language than in English.
Teachers of the specialty subject have the opportunity to publish their scientific works in international journals and participate in conferences.	Lack of economic support from HEIs or organizations.
Professors and students will have more opportunities to participate in training and	

international projects and to win grants.	
The information resource centers of HEIs will be enriched with literature in English.	
In memoranda and meetings held between universities, representatives of the field can communicate without an interpreter.	
It gives students the opportunity to continue their studies in the fields of master's and doctoral studies in foreign HEIs.	

It can be seen from the table that the advantages of teaching specialized subjects in English in the higher education system are sufficient only if there is support from

the management of HEIs and the motivation of professors and teachers.

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