

MULTIDISCIPLINE PROCEEDINGS OF  
**DIGITAL FASHION  
CONFERENCE**

KOREA, REPUBLIC OF

## **Multidiscipline Proceedings of**

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## **DIGITAL FASHION CONFERENCE**

**May 2024** (*Volume 4, No.3*)

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Available at [digitalfashionsociety.org](http://digitalfashionsociety.org)  
Published:  
서울 합정역  
파주출판도시  
ISSN 2466-0744  
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ELSEVIER



SRN  
Societal Research Network

Universal  
Impact Factor



## THE ISSUES OF SELF-EDUCATION OF MEDICAL STUDENTS AT ENGLISH CLASSES

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**Relevance.** The methodological basis of this study is the processes occurring in the global educational space - the paradigm of lifelong learning, the provisions of the International Commission of UNESCO, the ideas of the Bologna Process, the project "Strategic Framework for European Cooperation in Education and Training", ET 2020 on the leading role of self-education in training of specialists of all levels and specialties. In parallel, the WFME (World Federation of Medical Education) memorandum since 1998 has approved the International Standards of Medical Education in order to improve the training of doctors and continuing medical education programs. Currently, the quality and level of professional training of medical students is largely determined by their knowledge of English as the leading language of international communication, because A mandatory element of the comprehensive qualifications of medical workers is knowledge of foreign sources, participation in international conferences and projects, exchange of best practices with foreign colleagues in direct contact and by correspondence, free orientation in situations of professional and informal communication.

### **Materials and methods**

The plan of the research was to analyze the theoretical foundations of self-education existing in science and characterize them from a modern perspective. Also, to identify the features and directions of the formation of self-educational skills of medical students that contribute to their professional and personal development and to develop and apply a system for diagnosing the required qualities in students - future medical workers.

### **Research results**

A pedagogical system for self-educational activities of students when studying professionally oriented English has been developed, tested empirically and introduced into the educational process of medical universities in Uzbekistan. A system for diagnosing the level of self-educational skills of future specialists has been justified and applied. The methodology of teaching English has been improved on the basis of a comprehensive combination of pedagogical technologies that most contribute to the formation of universal learning activities, motivation to learn, the development of self-educational skills of students, and increasing the level of foreign language professional competence.

**Conclusion.** At the end of the experiment, students in the experimental group showed better results compared to the control group according to the criteria of self-educational activity and the level of proficiency in English-language professional terminology, communication and research skills in English.

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