

Methodology of Teaching Medical Terms in a Foreign Language

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Annotation: Teaching a foreign language at a medical higher educational institution determines the work vector in these areas, the goal is to prepare a specialist who knows a foreign language at a professional level, is ready to participate in intercultural professional communication, has the ability to obtain, extract, analyze and use foreign language information.

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Today, students and skillful doctors are required to have such a level that allows them to use a foreign language both as a “weapon of knowledge” and as a “means of obtaining new knowledge”, and as a “means of communication” in the world. A foreign language, which is a dialogue of cultures and civilizations of the modern world, must, on the one hand, be a means of obtaining knowledge, and on the other hand, perform an educational task aimed at the absorption of educational science, without being a mandatory but leading subject in non-linguistic universities. Love for one's profession, respectful treatment of other cultures, spiritual and moral values of different peoples, forms the intellectual potential of the individual and the professional skills of the future professional, which in its place goes back to the study of foreign languages.

Teaching a foreign language at a medical higher educational institution determines the vector of work in these areas, the goal is to prepare a specialist who knows a foreign language at a professional level, is ready to participate in intercultural professional communication, has the ability to obtain, extract, analyze and use foreign language information. Teaching a foreign language serves to educate a professional specialist who can quickly solve professional problems using the modern goal of education – the capabilities of the world information space. Of particular importance in this is the process of formation of professional foreign language competence in the information and educational environment of students of medical higher educational institutions. Currently, issues of terminology are of particular interest even to domestic researchers. This is due to the fact that the current stage in the development of medical knowledge is characterized by strict scientific validity in the field of choice and construction of terms.

The question of scientific concept criteria has been studied by linguists since the 1930s. In the 20th century, however, terminology took shape as a separate scientific knowledge. Many domestic scientists are engaged in research in the field of medical terminology, in particular, clinical and anatomical terminology. The modern term is subject to strict syntactic, semantic and pragmatic requirements. Terminology is studied by modern researchers not only as a naturally formed historical formation, but also as a sum of consciously regulated terms. For mutual understanding, the structural features of the terms are of great importance.

Analysis of the structural forms of terms makes it possible to determine the most effective methods and models of their formation, and this makes it possible to predict the further development of any terminological system. E.K.Drezen argued that “the possibility of making new terms, the possibility of establishing links between the form and meaning of the term, is determined by the structural features of the language”. The features of term construction are associated with: linguistic means (National Language units, borrowed and artificial formations from other languages), methods of term creation (semantic, morphological, syntactic), with the features of the formal and semantic structure of the

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term. Over the years, many scientists (C V. Grinev, V. A. Tatarinov, V. M. Leychik, V. P. There were attempts by Danilenko) to classify the main mechanisms of the formation of new terms. Summarizing the results of these studies, the following basic structural methods can be distinguished: semantic, consisting in the use of a word or phrase from a common language as a term; morphological, that is, making a new term using affixes; morphological and syntactic, that is, word making, creating a new term by adding the foundations of words; syntactic, that is, the formation of terminological compounds.

There are different ways to teach Professional English. In professionally oriented education, the main unit of information is the text. Working with real professionally oriented texts in the specialty helps students collect and systematize the lexical minimum sufficient for their ability to work with professionally relevant data. For medical students, these are primarily texts related to anatomy, pathology, pharmacy, and nursing. The absorbed terminological minimum of texts allows students to read and extract information from specific texts, thus increasing their professional horizons. Working with terminological lexical material involves familiarization with new words and Terms, their initial strengthening and, finally, the development of skills and skills of using a new dictionary in different types of speech activity and in different situations of communication. To form a stable lexical skill in the lessons, I use the following: - lexical tasks before the text. At this stage, a new dictionary is introduced. At the same time, the meaning of new words can be given both in direct translation (Skeleton-skeleton) and in a foreign language using a brief explanation (the main part of the spine - trunk). Thus, students can apply the knowledge gained from other subjects. In addition, it is proposed to compose phrases using a new dictionary, group new words according to a certain principle (making words specific to the digestive or circulatory system), answer questions using a new dictionary, translate phrases with a new dictionary. At this stage, the actual text containing the new dictionary is entered. At this stage, terms and phraseological units are distinguished in the text, which are then strengthened in the post-text phase. Emphasis is placed on the correspondence of the terms in the text (the presence of definitions, the correspondence of the verb with nouns). Instead of text, video material with the same function can be provided. At the post-text stage, the following tasks are solved: combining new lexical units and terms, discussing the text (answers to questions that require knowledge of text terms; tasks for determining the reliability of information in the text).

Working with professional terminology will help to improve the quality of management of the educational process in teaching a foreign language and, accordingly, develop a foreign language dictionary in the specialty. A specialist in any field, easily focused on the norms of professional etiquette and professional terminology, will be ready for effective communication and will be reliable and successful in his professional activities. It is the teacher who should help the student overcome the difficulties in learning English and, in any way, encourage and prepare the student for the correct perception of a foreign language as an important subject necessary for Moral Education and understanding as a person.

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