



The Importance of Medical Terms in English Lessons

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Abstract. The article considers the tasks of studying medical terminology in English lessons. Medical terminology is represented by a macro terminal system consisting of subsystems, each of which has its own characteristics. This phenomenon should be taken into account when creating a system of tasks and exercises for teaching medical students at English lessons.

Keywords: medical terminology, English language, subsystem, meanings, teaching methods, translation difficulties, system of tasks and exercises

Relevance. One of the main functions of education is to prepare students for life. In the XXI century, knowledge can be considered as the main source for the socio-cultural and political-economic development of countries and peoples. Rich information societies develop and dominate; control information around the world. Information is based on the use of various communication channels - information and communication technologies. The upbringing of youth is the upbringing of the people of the country. On December 10, 2012, the President of the Republic of Uzbekistan Islam Karimov signed the Decree "On measures to further improve the system of learning foreign languages". It should be noted that within the framework of the Law of the Republic of Uzbekistan "On Education" and the "National Program for the Training of Personnel in the Country", a system of integrated teaching of foreign languages was created, aimed at forming a harmoniously developed, highly educated, modern-minded younger generation and further integration of the country into the world community. However, the analysis of the existing system for organizing language learning shows that educational standards, curricula and textbooks do not fully meet modern requirements, in particular, in the use of advanced information and media technologies. In accordance with the resolution, foreign languages, mainly English, will be taught in stages throughout Uzbekistan from the first year of schooling. It is also expected that institute modules, especially in medical and international specialties, will be offered in English and other foreign languages in higher education institutions. The new era brings with its new challenges and responsibilities for the modern teacher. The way in which medical terms are taught in English classes has changed dramatically with the advent of technology. Technology provides a variety of options to make learning interesting and also makes the learning process more productive. Proficiency in a foreign language is an important factor for admission to university and employment in well-paid jobs in the commercial sector. The Decree of the President of the Republic of Uzbekistan "On measures to further improve the training of personnel in the field of information and



communication technologies" caused a number of reforms in the field of learning a foreign language. According to the English for Special Purposes (ESP) course, teachers today have the opportunity to integrate ICT into their programs because technology plays an important role in their students' daily professional life. As a result, students develop information literacy, communication skills at the international level across cultural boundaries using various media. The medical terminology of the English language is a macro terminological system. The total number of medical and a couple of medical terms is more than two hundred thousand. Within the framework of this system, the following subsystems are divided in the medical nomenclature. Anatomical and histological, which includes the names of different zones and parts of the body, organs, their parts and tissues. Clinical, which includes morphological formations and processes, diseases and pathological conditions of a person; process and symptoms of diseases, signs, syndromes, methods of diagnosis, prevention and therapeutic treatment; surgical methods of treatment, surgical operations and other terms. Pharmaceutical terminology - names of dosage forms, medicines of plant and chemical origin, prescription formulations [1].

Taking into account the linguistic origin, the following groups of medical terms can be distinguished:

- internationalisms of Greek-Latin origin, such as cirrhosis, phagocyte, allergy, leukemia, etc.
- primordial Western Europeanisms, that is, words that arose on the basis of Western European languages from their lexical and word-forming material; - Latin terms (the so-called termini technical);
- specific reference scientific designations, designed graphically and grammatically according to the rules of the Latin syllable [2].

From the point of view of the dynamic concept of nomination, medical terminology is divided into the following methods of formation: primary (original, direct) and secondary (derivative, indirect). In the names formed in the main way, the argument is formulated directly, by directly naming a distinctive, motivating feature (for example, wolf's mouth, eversion of the eyelid). Terms with a secondary nomination, as a rule, are determined by rethinking the units already existing in the language, choosing a certain feature that forms the basis of the new name. Most often, the mediated method of nomination is based on metaphorization [3]. Such names are distinguished by their figurative nature, for example, cleft lip, cock's gait. there is a special group of words, the nomination of which does not contain even a hint of specific features or concepts. Most of these words are eponymous terms, that is, made from the names of scientists, doctors or patients, for example, Botkin's disease, Bechterew's disease, Kashin-Beck's disease [4].

Materials and methods. In the methodology of teaching the language of a specialty in English lessons, it is important to know and be aware of all the features of medical terminology; a lesson in teaching professional vocabulary is studied in the same stages as any other:

- 1) presentation of new vocabulary;
- 2) automation of lexical skills;
- 3) organization of repetition of the vocabulary learned by students and quality control of what has been passed [5] training of medical students in the language of their specialty implies



enrichment with new scientific, terminological vocabulary, syntactic and grammatical structures, speech norms inherent in the scientific style, the use of the acquired skills and abilities in performing a variety of tasks, the ability to receive and transmit information from educational texts in oral and written form, as well as the formation of acquired knowledge in various types of speech activity.

The study of the structure of motivated words is aimed at ensuring that the student can not only predict the meaning of the word, but also correctly form the necessary motivated word to formulate a certain concept [6]. Difficulties that appear in the process of learning terminology are, as a rule, semantic in nature. In particular, these are special reference scientific designations, designed graphically and grammatically according to the rules of the Latin language. Of particular interest and, at the same time, complexity for students are the terms formed on the basis of similar term elements.

An element-term is an indivisible part of a word of Greek-Latin origin, which has a certain meaning, separated by prefix and root element-terms, which in turn are divided into initial and final. The root term-element is, as a rule, parts of the body and tissues of the human body. For example, the name tonsillectomy consists of two term-elements: root tonsillo - palatine tonsils and ectopy - removal, excision. Thus, this word has a meaning - removal of palatine tonsils, gastrectomy - removal of part of the stomach. Oma is a suffix meaning tumor. So, for example, myoma is a tumor of a muscle, angioma is a tumor of a vessel, osteoma is a tumor of a bone, hematoma is a tumor containing blood. Thus, understanding the meaning and rules of application of the term-element in the word, we can explain the meaning of another term, and with this term-element there are medical terms consisting of 3, 5 or more element-terms [7], a significant moment for students to study clinical medical terminology is the question of the presence of homonymy in it.

Speaking about homonymous terms that name human diseases, it should be noted the homonymy of eponymous terms, which make up a rather unlimited layer of medical vocabulary. Homonymy in this case is expressed due to the fact that scientists, doctors, on whose name or surname a word is formed (as a rule, a compound one), are namesakes [8]. For example: Alexander's disease (B. Alexander, a modern American doctor) - family-hereditary hemorrhagic diathesis; Alexander's disease (W. Alexander, a modern English neuropathologist) is a hereditary disease of the central nervous system, clinically manifested by convulsions, major paralysis, and hydrocephalus [4]. Knowledge of antonymic relationships in medical terminology allows you to successfully simulate new lexical units. For example, tachycardia - rapid heartbeat, bradycardia - slow heartbeat, hypertension - hypotension - tension, tone). The antonymic way of somatization of new terms is in opposition to familiar words - antonyms, if any. The post-text part in working with new material must not only summarize everything learned in the lesson. Knowing the proposed terms in a different broader context helps to reveal free connecting links at the semantic and discursive levels. The indicated language specifics of medical terminology as part of the lexical system must be taken into account when creating a system of tasks and exercises for teaching students of medical specialties in English lessons, but also go beyond the lexico-semantic topic.

Results. When working with the language of the profession, in addition to all of the above, it is necessary to take into account the curriculum of medical disciplines that go simultaneously



with the Russian language and those subjects that students have yet to study. The work should be slightly ahead of the study of material in a particular professionally directed discipline. The key task of such teaching is to remove language difficulties in subjects and understand the main material. For example, in the curriculum of the first and second year of the university, there are more medical specialties aimed at studying the structure of the human body and the main processes occurring in the body. Accordingly, the English language program in these courses is required to introduce anatomical and histological terms. So, in the first year, body parts and lexemes of a commonly used nature are introduced, which are found in other lexical topics, such words as doctor, clinic, sick, etc.

In accordance with the course program and own developments, extensive work with medical terminology begins from the first semester. All study material is submitted in the following sequence:

1. "Parts of the body".
2. "The body as a whole."
3. "Location of internal organs".
4. "Tissues of the body".
5. "Musculoskeletal system".
6. "Respiratory system".
7. "Cardiovascular system".
8. "Blood vessels".
9. Digestive system.
10. "Sense organs".
11. "Propaedeutic of internal diseases".

So, we are moving to clinical terminology. We present the topics in the following order.

1. "Passport data".
2. "Complaints and symptoms".
3. "Respiratory diseases".
4. "Diseases of the cardiovascular system".
5. "Diseases of the digestive system".
6. "Filling out medical documentation".

The development of lesson plans in working with medical terminology should be built taking into account all aspects of language teaching and thus include work with pronunciation norms, lexical and grammatical skills and the development of oral and written speech. So, the obligatory elements of an English lesson when working with professional vocabulary are the following. phonetic material. Introduces sounds, rhythm, intonation, taking into account the problems of the English language for students. Work with new words is presented by a lexical minimum, which is introduced taking into account topics and areas of communication. Grammatical material covers sentence patterns, speech patterns and rules for applying grammatical material in speech. sociocultural material. Contains material about the state of the language being studied. The material is represented by sociocultural units of the language, texts about the sights of the country, figures of literature and art, holidays, moral values of native speakers, etc.



Professional texts must have an adequate semantic and semantic load that meets the knowledge and skills of students. In addition, the proposed texts must meet the same requirements as special materials on medical specialties, within which it is possible to draw parallels and update all types of speech activity. Commentary on the texts, which should be of a lexical and grammatical nature. They are important for consolidating, activating educational material and organizing quality control of its assimilation. In many textbooks on professional speech in the lessons of Russian as a foreign language, drawings, photographs, tables, diagrams are widely used [9]. The formation of skills of professional written and oral speech is carried out on the following material:

- questions drawn up according to the plan of an individual and objective examination of the patient;
- dialogues aimed at subjective research;
- entries in medical records with a medical history;
- texts characterizing the most common diseases (diseases of the respiratory organs, digestive system, etc).

The main goal of this work is to develop the skills of oral and written professional speech among foreign medical students, understanding the main and additional information using medical terminology, speech and conversation with outpatients, the formation of an appropriate language response to the spoken language of patients. Speech professional skills are necessary for foreign students both for oral communication with patients and for recording individual and objective data about the patient's condition in the medical record (medical history). must consist of the following sections:

- methods of medical examination;
 - prescription of treatment; making a medical history;
- work with texts, which includes recommendations for conducting a dialogue between a doctor and a patient and drawing up a medical history.

In each area, it is necessary to include professionally directed texts corresponding to the recommended topic, for example: "Methods of clinical examination of outpatients", "Anamnesis of the patient's life", "Subjective methods of examination of the patient", "Objective methods of examination", "Treatment of the disease", etc.

For methodological purposes, the process of teaching medical students' professional dialogic speech, in particular, the dialogue between a doctor and a patient, includes several successive stages:

- conducting a dialogue with patients to obtain information on passport data;
- conducting a dialogue in order to identify complaints of the patient according to the history of the present disease;
- conducting a dialogue with patients to obtain information about the anamnesis of life;
- maintaining a dialogue with the patient when conducting impartial methods of clinical examination;
- Conducting a dialogue when prescribing treatment.

Listening as a way of forming professional speech, thus it occupies a special place in working with medical terms for the formation of oral and written professional speech skills. Listening to the text and the subsequent completion of the assigned tasks contributes to the skill of



understanding and isolating the necessary information from the sounding speech. In the methodology of teaching English in a foreign-language audience, it is believed that listening should be a permanent component of any practical lesson [9] When working with the language of the profession, listening should also be present in any lesson. Depending on the topic of the lesson, you can change the methods of submission, the type of material, as well as the tasks proposed for completing. When studying anatomical terminology in English lessons, it is methodically correct to give small texts that describe the location and physiological characteristics of the human body. When teaching the language of the profession in clinical practice, special attention should be paid to working with dialogic speech. For example, the topic "Patient's Passport Data" may correspond to an audio or dialogue cited by the teacher between a medical worker and a patient. In sections such as "Objective methods of examination", "Treatment of the disease", you can use the dialogues of the doctor and the patient, interviews with the doctor about the methods of diagnosing and treating patients with various diseases, as well as texts describing diseases.

Conclusions. Medical terminology is a special layer both from the standpoint of the lexical system of the English language and the methodology of teaching foreign languages. It incorporates the multidimensional history and traditions of ancient languages and is constantly updated with new names, re-emerging realities of the medical and paramedical world. Thus, teaching the language of the specialty of foreign medical students should be ambiguous and multifaceted. The formation of phonetic, lexical, grammatical, morphological and syntactic skills should be an indispensable element of the lesson and help in solving communication problems when working with language material, oral and written speech. In addition, in teaching the professional speech of future specialists, the principle of taking into account the language features of the subsystems of medical terminology plays an important role: anatomical, clinical and pharmaceutical, directing special attention to the derivational and morphological characteristics of medical terms, the teacher enables students not only to learn new words, but to understand their place. in the system of other words, remember correctly and apply them in written and oral speech in the environment of their professional training.

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