

COMPARATIVE-TYPOLOGICAL STUDY OF MEDICAL TERMS

Ayaqulova Aziza Ismatulla qizi

Gulistan state pedagogical institute, 120100. Sirdaryo region, Guliston city, 4-microregion

Abstract: This article discusses the issues of studying medical terminology in linguistic research. Medical terminology is a macroterminal system consisting of subsystems (anatomical-histological, clinical, pharmaceutical), each of which has its own characteristics. It is advisable to take this phenomenon into account when creating a system of tasks and exercises for teaching Russian as a foreign language in medical universities and for students studying in the specialties of medicine. When analyzing methods of semanticization of medical terms, the principles of planning a Russian language course program for local students are presented, and methodological techniques for developing dialogic speech skills at different stages of the lesson are proposed. As the most effective methods of teaching the specific features of a language, methods of its use in written or oral speech are considered, which are grouped into the section of internal directions. The criteria for selecting educational material aimed at developing and improving phonetic, lexical, grammatical, morphological and syntactic skills are scientifically substantiated in detail. Particular attention is paid to listening exercises as a mandatory component of the Russian language in accordance with the criteria for studying foreign languages. Important topics and options for working with anatomical and clinical terminology are offered in a group of terms related to the field of medicine. It is concluded that teaching the language of specialty to medical students should be diverse and multifaceted and include activities aimed at achieving three main goals. These are: training, development and educational.

The article analyzes in detail the proposals and views of foreign linguists on this issue. The emergence of the concept of medical terminology, the need to identify and highlight industry units of surrounding objects of reality in the process of linguistic cognition of the world, the fact that terminological concepts in medicine are constantly being improved and changed under the influence of other industry concepts, a special word and its environment, associations, ideas and experiences.

Keywords: medical terminology; semanticization; listening; means of education; speech training.

INTRODUCTION.

Medical terminology units of the Russian language as a macroterminological system.

Medical terminology of the Russian language appears in linguistic research as a macroterminal system. The total number of terms related to the field of medicine is more than two hundred thousand, within this system the following sub-systems are distinguished in the medical nomenclature.

1. Anatomical and histological terminological units, which include the names of various areas and parts of the body, organs, their parts and tissues.

2. Clinical, including morphological formations and processes, diseases and pathological conditions of a person; course of diseases and signs, symptoms, syndromes, methods of diagnosis, prevention and therapeutic treatment; surgical treatment methods, surgical operations and other terms.

3. Pharmaceutical terminology - dosage forms, names of herbal and chemical products, prescription formulas [1].

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

- terminological units in the original Russian language;
- internationalisms of Greek-Latin origin, for example, cirrhosis, phagocyte, allergy, leukemia, etc.;
- original Western Europeanisms, i.e., words that arose on the basis of Western European languages from their lexical and word-forming materials;
 - Latin terms (called *termini technici*) are special standard scientific symbols created graphically and grammatically according to the rules of the Latin language [2].

RESEARCH OBJECT AND USED METHODS.

In the study of terms related to the field of medicine, the cognitive process or cognition is aimed at studying the surrounding reality and using the acquired knowledge to act and act in this reality. Such activity is inextricably linked with classification processes, that is, with the need to identify and compare objects and events, process and process information. Conceptualization and categorization processes take the main place in such classification activities. It is necessary to describe the processes of conceptualization and categorization, and define the concept and category.

The obtained results and their analysis. From the point of view of dynamics in the nomination of terms related to the field of medicine, medical terminology is divided into the following educational methods:

- main (original, immediate);
- secondary (derivative, indirect).

In nouns formed in the first way, motivation is expressed by naming a direct, specific, motivating feature (for example, cleft palate, inversion of the eyelid).

MAIN PART.

Terms with a secondary denomination are formed, as a rule, by revising the units existing in the language, choosing a specific feature that is used as the basis for a new name. Most often, the indirect method of nomination is based on metaphorization [3].

Such names are distinguished by their figurative nature, for example, cleft lip, cock walk.

There is a special group of words, the nomination of which does not even include specific features or concepts. Most of these words are derived from famous

terms, that is, from the names of scientists, doctors or patients, for example, Botkin's disease, Bekhterev's disease, Kashin-Beck's disease [4].

It is important to know and understand all the features of medical terminology in the methodology of teaching the specialized language in Russian language classes.

Work on teaching professional vocabulary goes through any other stages:

- 1) presenting a new vocabulary;
- 2) automation of lexical skills;
- 3) organization of repetition of vocabulary acquired by students and control of the quality of the learned [5].

Teaching medical students the language of their specialty, enriching them with new scientific, terminological vocabulary, syntactic and grammatical structures, speech norms characteristic of the scientific method, using the acquired skills and abilities in performing various tasks includes the ability to apply, extract and transmit oral and written information from educational texts, as well as the development of acquired knowledge on various types of speech activity.

Studying 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 motivational word necessary to express a certain concept [6].

Difficulties arising in the process of studying terminology are, as a rule, semantic in nature. In particular, these are special standard scientific symbols, graphically and grammatically structured according to the rules of the Latin language.

Terms formed on the basis of the same TE (term elements) are of particular interest and at the same time challenging for students. Term element - an indivisible part of a word of Greek-Latin origin that has its own meaning.

Oma is a suffix meaning amulet. So, for example, myoma is a muscle tumor, angioma is a vascular tumor, osteoma is a bone tumor, hematoma is a tumor containing blood.

An adverb meaning inflammation is it. Gingivitis - inflammation of the gums, blepharitis - inflammation of the eyelid, otitis - inflammation of the ear, osteitis - inflammation of the bone. Thus, by understanding the meaning and usage of the word element, we can explain the meaning of another term with the element of this term. There are medical terms that consist of 3, 5 or more term elements. For example, -gastro/entero/col/itis - inflammation of the gastrointestinal tract, -splenno/angiography/graphy - graphic examination of splenic vessels, -hydro/uretero/nefr/oz - disease, fluid-related pathological tumor changes. urinary tract and kidneys [7].

An important factor in the study of clinical medical terminology for students is the issue of the presence of homonymy in it. When we talk about homonyms that name human diseases, we should pay attention to the homonymy of the terms, which makes up a very large layer of the medical vocabulary. In this case, homonymy is manifested as a result of the fact that scientists, doctors, whose names are derived from the name or surname (usually combined) are namesakes [8]. For example: Alexander's disease (B. Alexander, a modern American doctor) is a family hereditary hemorrhagic diathesis; Alexander's disease (V.S. Alexander, a modern English

neuropathologist) is a hereditary disease of the central nervous system, clinically manifested by seizures, central paralysis, hydrocephalus [4].

Knowledge of antonymic combinations in medical terminology allows to successfully implement the semanticization of new lexical units. For example, tachycardia - fast heartbeat, bradycardia - slow heartbeat, hypertension - hypotension - tension, tone). An antonymic way of semanticizing new terms is to contrast them with familiar antonyms, if they exist.

When working with new material, the post-text part should not only summarize everything learned in the lesson, but also go beyond the lexical-semantic topic. Knowing the proposed terms in another, broader context helps to identify free associative links at the semantic and conceptual levels.

When creating a system of tasks and exercises for teaching medical students in Russian as a foreign language lesson, it is necessary to take into account the identified linguistic features of medical terminology as part of the lexical system.

When working with the language of specialization, in addition to all of the above, you need to take into account the curriculum of medical subjects that work in parallel with the Russian language and subjects that students have not yet learned. The work should be slightly ahead of the study of the material in this or that vocationally oriented subject. The main purpose of such training is to overcome language difficulties in the subjects and to understand the basic material. For example, the curriculum of the first and second courses of the university mainly includes medical specialties aimed at studying the structure of the human body and the main processes that occur in the body.

Accordingly, the program of Russian as a foreign language in these courses should include anatomical and histological terminology. Thus, in the first year, body parts and commonly used nature lexemes are introduced in other lexical topics, such as doctor, clinic, patient, etc.

According to the course syllabus and our own experience, extensive work with medical terminology begins in the third semester. In our opinion, it will be appropriate if all the studied materials are given in the following sequence.

Third semester.

- "Total organism."
- "Body parts."
- "Location of internal organs".
- "Body tissues".
- "Musculoskeletal system".

Fourth semester.

- "Respiratory system."
- "Cardiovascular system".
- "The human heart". "Blood vessels". "Blood".
- "Digestive system."
- "Sense organs".

According to the program, from the fifth semester, clinical subjects, such as "Propaedeutics of internal diseases" and others, will be included in the curriculum.

So, in the fifth semester, we move on to clinical terminology. And we present the topics in the following sequence.

- "Passport information."
- "Complaints and symptoms".
- "Diseases of respiratory organs".
- "Diseases of the cardiovascular system".
- "Diseases of the digestive system".
- "Completing medical documents".

The development of lesson plans for working with medical terminology should be made taking into account all aspects of language learning and thus include working with pronunciation standards, lexical and grammatical skills, oral and written speech development. should get.

Thus, the mandatory components of the Russian language lesson in a foreign audience when working with a professional dictionary are the following.

1. Phonetic material. Introduces sounds, rhythm, intonation, taking into account the difficulties of the Russian language for students.

2. Lexical material. It is represented by the lexical minimum, which is introduced taking into account the topics and areas of communication.

3. Grammatical material. Includes speech models, speech patterns, and rules for using grammatical material in speech.

4. Socio-cultural material. Contains information about the country of the language being studied. Materials are presented by socio-cultural units of the language, landmarks of the country, figures of literature and art, holidays, texts about the moral values of native speakers, etc.

5. Professional texts. They should have adequate semantic and semantic load corresponding to the knowledge and skills of students. In addition, the recommended texts should meet the same requirements as specialized materials for medical specialties, within which all types of speech activities can be parallelized and updated.

6. Commentary on texts that should have a lexical and grammatical character.

7. Exercises. It is necessary to strengthen, activate and control the quality of learning material.

8. Dictionary.

9. Appearance. Many textbooks on professional speech in Russian widely use drawings, photos, tables, diagrams as foreign language lessons [9].

The formation of professional written and oral skills is carried out in the following material:

- questions prepared according to the plan of subjective and objective examination of the patient;
- dialogues focused on subjective research;
- medical records with medical history;
- texts describing the most common diseases (diseases of the respiratory system, digestive system, etc.).

The main purpose of this work is to develop oral and written professional speech skills in foreign medical students, to understand basic and additional information using medical terminology, speech and dialogue with outpatients, and the formation of an adequate linguistic reaction to oral speech. . of patients. Professional speech skills are necessary for foreign students both for verbal communication with patients and for recording subjective and objective information about the patient's condition in the medical history (medical history).

Work with professional speaking skills should consist of the following sections:

- methods of clinical examination;
- appointment of treatment;
- registration of medical history;
- recommendations for working with texts, including conducting a dialogue between a doctor and a patient and filling in a medical history.

Each section should include professionally oriented texts corresponding to the proposed topic, for example: "Methods of clinical examination of outpatients", "Anamnesis of the patient's life", "Subjective methods of examining the patient", "Objective methods. examination", "Treatment of disease" and others.

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

1. Interviewing patients to obtain information on passport information.
2. Based on the current medical history, conduct a dialogue to determine the patient's complaints.
3. Interviewing patients to obtain information about their life history.
4. Dialogue with the patient during objective methods of clinical examination.
5. Conducting a dialogue when prescribing treatment.

Listening plays an important role in working with medical terminology to develop oral and written professional communication skills. Listening to the text and then performing certain tasks helps the skill of understanding and extracting the necessary information from spoken speech. It is believed that listening should be a permanent component of any practical lesson in the Russian language teaching methodology in the foreign language classroom (A.N. Shchukin, T.M. Balykhina, etc.) [9].

When working with specialist language, each lesson should include listening. Depending on the topic of the lesson, you can change the methods of presentation, the type of material, as well as the proposed tasks.

CONCLUSION.

It is methodologically correct to give small texts describing the structure and physiological characteristics of the human body when studying anatomical terminology in Russian language classes as a foreign language. Special attention should be paid to working with dialogic speech when teaching the language of expertise in clinical practice.

For example, the topic "Patient passport information" may correspond to an audio or dialogue between a healthcare worker and a patient, read by a teacher. In sections such as "Objective methods of examination", "Disease treatment", you can use dialogues between a doctor and a patient, conversations with a doctor about methods of diagnosis and treatment of patients with various diseases, as well as texts describing diseases. . Medical terminology is a separate layer both from the point of view of the lexical system of the Russian language and from the point of view of the methodology of teaching the Russian language as a foreign language. It contains the multifaceted history and traditions of ancient languages and is constantly updated with new names and emerging realities of the medical and paramedical world.

Thus, teaching the language of specialization to foreign medical students should be colorful and diverse. Phonetic, lexical, grammatical, morphological and syntactic skills should be a mandatory element of the lesson and help in working with language material and solving communicative problems in oral and written speech.

In addition, the principle of taking into account the linguistic features of subsystems of medical terminology (anatomical, clinical and pharmaceutical) plays an important role in teaching professional speech to future specialists. Paying special attention to the word formation and morphological features of medical terms, the teacher helps students not only to learn new words, but also to understand their place in the system of other words, remember them correctly and use them in written and allows use in oral speech. Professional learning environment.

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