

METHODS OF TEACHING MEDICAL VOCABULARY IN RUSSIAN LANGUAGE LESSONS

Xaydarova Shoxista Rustamovna
Tashkent Medical Academy

Abstract

The article is devoted to the main specific ways of teaching foreign students medical and biological terminology of Russian language. Effective means of optimization in the process of training professional vocabulary at the lessons of Russian as a foreign language are identified.

Keywords: Terminology, term, terminological element, professional language, general vocabulary.

Introduction

The lexical component of the scientific style of speech is determined by three main lexical groups: 1) general vocabulary, which forms the basis of any texts; 2) general scientific vocabulary; 3) terms that make up the metalanguage of a certain science. As you know, biomedical terminology has its own specifics and different etymologies. The assimilation of biomedical terminology is fraught with great difficulties due to its significant volume and diversity. The terms of medicine can be different in structure: root, derivatives, formed by the way of word composition and phrases, metonymic or metaphorical transfer (deltoid muscle, Koch's wand, solar plexus, etc.). The study of medical and pharmaceutical terminology is conditioned by the need for its presentation as a strictly ordered system corresponding to the current level of development of pharmaceutical science and the needs of practical activities of students of a pharmaceutical university and the improvement of translation activities. By origin, biomedical terms can be borrowed from other languages (abdominal, prescription, therapist, pharmacist) and native Russian (ventricle, atrium, pediatrician). Russian scientific and biological vocabulary is characterized by the so-called "medical bilingualism" [2]: forms of terms of Latin or Greek origin and equivalent terminology on a Russian basis (apophysis - process, outgrowth, sclera - albuminous membrane, antidote - antidote, abdominal - abdominal, latent - hidden, mumps - mumps, systole - contraction, coronary - coronary). This is one of the difficulties in mastering Russian scientific terminology, since foreign students perceive such synonyms as completely different words. This is especially true for students who do not speak European languages [10].

Teaching medical vocabulary in Russian language lessons, especially for non-native speakers, requires a blend of linguistic, medical, and pedagogical techniques. Here are several effective methods: Topic-Specific Vocabulary Lists.

Focus on categories like anatomy, diseases, symptoms, treatments, and medical instruments. This helps in building a strong vocabulary foundation.

Word Families and Roots: Teach learners to identify common prefixes, roots, and suffixes in medical terms. For example, "кардио-" (cardio-) relates to the heart, and "гипер-" (hyper-) means "over" or "excess."

Case Studies: Present medical case studies in Russian. This exposes learners to realistic medical scenarios, helping them understand vocabulary in context.

Dialogues: Practice patient-doctor dialogues. This helps learners practice specific phrases and terms that are common in medical settings.

When students understand well the words used by the teacher to present scientific statements, they assimilate the material well. If the text and lexical material of Russian language classes correspond to the main topics of the studied disciplines, and the exercise system is organized in such a way that students are always in the subject area of their main activity, then the learning process acquires a targeted orientation and increases the motivation of learning. Also, students should receive from the teacher a clear target setting for independent work with terminology in the specialty, detailed instruction on its content, techniques and methods of implementation. It is very important to reorient students from reproductive methods of work to creative activities. As the main form of extracurricular and classroom work with vocabulary in the specialty, foreign students of the National Pharmaceutical University are invited to work in Russian language classes using specially prepared manuals, textbooks or materials [1;7].

Practical use of this educational-methodological literature makes it possible to provide a presentation of educational material on a situational and thematic basis, to implement a functional approach to solving language tasks and the development of professionally oriented speech skills, as well as to consider the structural and grammatical features of the formation of terms, to show the interaction of international and national elements within the nominative units. Formation of students' terminological competence in pharmaceutical The university is one of the most important tasks of the RCT. A system is needed for its implementation tasks and exercises, the purpose of which is a comprehensive acquaintance with the laws of word formation, compatibility and interdependence of lexical units, the development of practical skills in terminology. Word formation is a kind of a connecting link between lexical and grammatical structures in Russian the language. Therefore, a targeted word-formation analysis allows students to feel the specifics of the language being studied.

Conclusion

The most effective approach to teaching medical vocabulary in Russian combines a variety of methods, including contextual learning, role-play, interactive activities, and exposure to authentic materials like medical journals and lectures. Integrating language skills with medical knowledge helps learners to not only memorize vocabulary but to use it fluently and accurately in a professional setting.

Reference

1. Argunova G.V. Russian language: course-book for foreign students of the first year (studying reading on the material of texts on inorganic chemistry) / G.V.Argunova, L.A. Subota, E.Y. Levitin, I.D. Roy. Kharkov, 2006. 232 p.
2. Besekirska L. Stylistic features of medical terminology in general literary language // Terminology. Issue 1–3. Moscow, 1997. 102 p.
3. Grosheva A.A. To the question of asymmetry of a terminological sign in medical terminology // News of the Samara Scientific Centre of the Russian Academy of Sciences. Social, humanitarian, medical and biological sciences. Samara: Samara Scientific Centre of the Russian Academy of Sciences. Vol. 17. № 2 (2). 2015. P. 449–452.
4. Krysenko T.V., Sukhanova T.E. Some features of word-formative work with special vocabulary at the lessons of Russian as a foreign language (on the basis of medical and biological terminology) // Russian Philology. Ukrainian Herald. Kharkov, 2008. № 2 (36). P. 73–76.
5. Mitrofanova O.D. Interaction of language and subject competence in the process of teaching non-philological students // Modern textbook of the Russian language for foreigners: theoretical problems and applied aspects: Sat. theses. M.: Publishing House of Moscow State University. Moscow State University named after M.V. Lomonosov, 2002. P. 109–110.
6. Morkovkin V.V. On the lexicographic provision of professionally oriented teaching of the Russian language for non-Russian students // Theory and practice of scientific and technical lexicography: coll. articles. M.: Rus. 1988. P. 180–185.
7. Russian language: course-book / T.V. Krysenko, N.N. Filianina, E.A Dolgaya and others. Kharkov: NPAU: Golden Pages, 2016. 240 p
8. Leychik V.M. Terminologiya i terminosistema [Terminology and term system]. Nauchno-tekhnicheskaya terminologiya [Scientific and Practical Terminology]. Moscow, Prosveshcheniye Publ., 2000, no. 2, pp. 54-56. (In Russian).
9. Balykhina T.M. Metodika prepodavaniya russkogo yazyka kak nerodnogo (novogo) [Methods of Russian as a Foreign (New) Language Teaching]. Moscow, 2007. (In Russian).
10. Shchukin A.N. Metodika obucheniya rechevomu obshcheniyu na inostrannom yazyke [Methods of Foreign Language Conversaton Learning]. Moscow, IKAR Publ., 2011. (In Russian).