

The Importance Of Teaching Medical Terminology

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Abstract: This article discusses the role of the Uzbek language in the medical education system, the challenges faced in teaching medical terminology to students, and possible solutions to overcome them. Mastering medical terminology is considered an essential component of professional training for medical university students. The article analyzes difficulties related to understanding and pronouncing terms of Latin and Greek origin, interpreting abbreviations correctly, and developing equivalent terms in the Uzbek language. It also highlights the effectiveness of using interactive teaching methods, compiling terminological dictionaries, and utilizing electronic learning platforms. Furthermore, it emphasizes that integrating language studies with professional medical subjects helps students acquire medical terminology more deeply and apply it correctly in practical settings. The article aims to enhance the educational and professional importance of the Uzbek language within the medical education system.

Keywords: Uzbek language, medical terminology, professional language, student teaching, medicine, professional qualifications, terms, teaching methods, integrated education.

Introduction: In today's era of globalization, the use of national languages in various fields has acquired not only linguistic but also social, cultural, and professional significance. In the Republic of Uzbekistan, the Uzbek language, as the state language, holds a high status, and its active use in science, education, medicine, technology, law, and other spheres is considered one of the main objectives. In particular, the professional literacy and communication culture of specialists working in the field of medicine are closely linked with mastering professional knowledge in their native language.

METHODS

Teaching students to use medical terminology correctly and fluently in Uzbek plays an important role in enhancing their professional competence. Nowadays, it is required that medical university students not only master general language skills but also correctly acquire and apply professional terminology in practice. This demands new approaches, effective methods, and the organization of integrated lessons combining language instruction with specialized disciplines [1.25].

The concept and significance of a specialized language lie in the fact that it is a type of language that ensures communication among professionals in a particular

field and possesses specific lexical, grammatical, and stylistic features. Its main function is to convey knowledge, experience, and information in a precise, clear, and effective manner. Each field has its own terms, expressions, and meanings, and the correct and purposeful use of these requires a high level of language proficiency from specialists [2.22].

The importance of specialized language in medicine is especially high. Medical professionals — doctors, nurses, pharmacists, and others — perform tasks such as communicating with patients, diagnosing diseases, explaining treatment plans, and preparing medical documentation. Any linguistic inaccuracy in these processes can negatively affect a patient's condition. Therefore, every medical specialist must have a good command of the professional medical language and be able to use it actively [1.30].

Learning medical terminology presents certain challenges for students. Medical terminology refers to the set of terms, expressions, and phrases used in the field of medicine, encompassing areas such as diagnostics, diseases, anatomy, physiology, treatment methods, and pharmaceuticals. These terms are scientifically grounded, precise, and standardized worldwide. However, every nation — including the Uzbek people — has a need to understand and apply

medical knowledge and terminology in its native language [2.35].

RESULTS AND DISCUSSION

Correct mastery of medical terms in the Uzbek language serves as a foundation for students' future professional activity. It determines their medical culture, communication skills with patients, literacy in preparing medical documents, and overall professional competence.

However, this process faces several difficulties:

- Mastering Latin and Greek terms: many medical terms originate from Latin or Greek, and their pronunciation and meanings may be challenging for students.
- Abbreviations and acronyms: medical documentation often uses abbreviations that may not be universally understood.
- Lack of Uzbek equivalents: some medical terms lack precise or complete equivalents in Uzbek, complicating teaching and application.
- Multilingual education: students often study in Uzbek, Russian, and English simultaneously, leading to confusion and inconsistency in terminology [1.35].

To overcome these challenges, systematic and methodological approaches are required in the teaching process. By mastering medical terminology correctly, students gain a solid foundation not only in language but also in professional knowledge [2.46].

The methods of teaching medical terminology effectively are crucial for developing students' professional potential. This process depends not only on linguistic knowledge but also on the teaching techniques and tools used. In modern language education, the use of innovative approaches, information technologies, and integrated lessons helps to develop students' professional language competencies.

It is important and necessary to design integrated lessons for students. Integrating language instruction with professional subjects is one of the most effective ways to master medical terminology. For instance, during anatomy, physiology, therapy, or pharmacology classes, the purposeful use, analysis, and application of Uzbek medical terms help students comprehend and reinforce terminology meanings [1.55].

Interactive methods — such as role-plays, case studies, quizzes, terminological crosswords, and group discussions — engage students in active communication during Uzbek language classes. Through these methods, students not only memorize

terms but also develop the culture of using them appropriately [2.64]. Watching medical simulation videos, interviews, conference presentations, or doctor-patient dialogues helps students perceive terms in context and acquire correct pronunciation, enhancing their communication skills. Providing students with specialized dictionaries, interactive games, and mobile applications improves their independent learning abilities. Modern digital platforms allow for the study of terms through visual and audio materials [3.65].

To develop students' written and oral language proficiency, practical exercises — such as dictations based on terminology, writing essays or medical conclusions, and organizing doctor-patient dialogues — produce successful results. These exercises train students to actively use medical language in both spoken and written forms.

In language practice sessions, students are encouraged to compile terminological glossaries based on specific topics. For example, after studying medical texts related to "Cardiovascular System," "Neurology," or "Infectious Diseases," they create thematic glossaries in Uzbek. This helps them not only learn the term but also understand its meaning, structure, and correct application.

Through role-play activities, students act as doctors and patients, engaging in dialogues about various illnesses. They practice asking questions, diagnosing, and recommending treatments using appropriate medical terms in Uzbek. By analyzing medical documents such as patient charts, diagnostic forms, and discharge summaries (epicrisis), students learn the practical use of medical language, including the abbreviations and terminology used in documentation.

As part of independent study, students are assigned to prepare short scientific presentations or articles on medical topics. This helps them practice using medical terminology in scientific style, work with sources, and organize information systematically.

CONCLUSION

Language is a vital tool that strengthens both the scientific and practical foundations of any field. For medical professionals, in particular, accurate and clear communication, providing detailed information about diseases, and effective teamwork all require proficiency in the professional language. As discussed in the article, mastering medical terminology not only provides knowledge but also defines students' professional maturity.

Today, teaching medical terminology effectively in Uzbek requires special attention. This process demands

the cooperation of all educational components — teachers, students, curricula, and methodological resources. Integrative approaches, practical exercises, electronic resources, and live communication produce the best outcomes in mastering specialized language.

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