



THE ROLE OF VOCABULARY IN TEACHING FOREIGN LANGUAGES TO MEDICAL STUDENTS

Khodjaeva Nilufar

Teacher of “Uzbek Language and Literature, Languages” Department Urgench Branch of Tashkent Medical Academy, Urgench, Uzbekistan

ABSTRACT

This article discusses the role of vocabulary in teaching foreign languages to medical students. Learning a foreign language and being able to apply it in four skills related to vocabulary knowledge.

KEY WORDS: *language knowledge, receptive, productive, academic medical vocabulary*

FOREWORD

The field of teaching and learning foreign languages has long been a subject of debate. Various theories and methods of language learning were presented. A dictionary is the main tool in teaching foreign languages. Vocabulary is the basis of language knowledge because without a rich vocabulary a person cannot use foreign language skills. In our opinion, vocabulary is more important than grammar, since you can only succeed in learning foreign languages if you have the skills to use it correctly. Medical students may have a specific goal in learning a language. This is “the ability to effectively use a foreign language,” that is, they must have the skills to understand medical literature and be able to communicate in a foreign language at various international conferences. Speech activity is possible only with a good knowledge of the vocabulary, which is the source of the formation of lexical skills. In medical universities, in addition to commonly used vocabulary, special medical vocabulary is studied, without which simple communication at a professional level is impossible. Working with vocabulary and developing lexical skills is an integral part of the educational process.

THE ACTUALITY OF THE SUBJECT

In modern foreign language classes, four language skills are distinguished: reading, listening, writing, and speaking. Listening and reading are receptive, that is, and students are recipients, while speaking and writing are productive, that is, they are producers.

	Receptive	Productive
Oral/ Acoustic	Listening	Speaking
Written/ graphic	Reading	Writing

Foreign language proficiency can be defined as the communicative expression or understanding of thoughts, feelings and information in the target language based on four skills (writing, listening, reading and speaking). Since words are the core elements of these skills, vocabulary plays a crucial role in learning a foreign language. Steinhoff [1] emphasized that vocabulary learning is linked to other language skills in the learning process

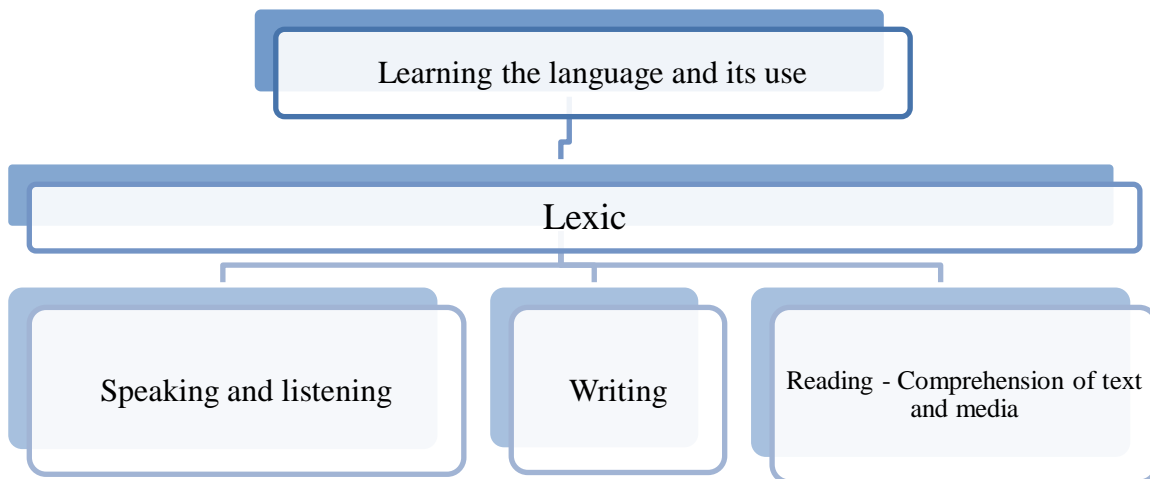


Figure 1. Vocabulary as a transition point to language acquisition at school [1]

Emphasizing the importance of vocabulary, V. Ulrich [2] emphasized that these are general language skills, cognitive and communication skills. Vocabulary is based on a person's ability. There is a strong correlation between communication skills and vocabulary. Due to lack of sufficient vocabulary, students may face some problems in the communication process. Students are unable to express their opinions due to limited vocabulary. This may lead to some misunderstandings and breakdowns in communication. "Linguistic pronunciation is often intelligible, despite grammatical or phonetic errors. "On the contrary, lexico-semantic errors lead to even more breakdowns in communication," Blachowicz said, noting that misunderstandings in communication are caused by a lack of vocabulary. As M.Hong and K.Min [3] pointed out, sometimes misunderstanding is caused by poor vocabulary, and poor vocabulary affects communication more than grammatical errors. For successful communication, Freundstein emphasized the importance of an adequate vocabulary in the following words:

"In fact, this idea should already be widespread, because grammar is less important for communication than knowing the appropriate vocabulary. I don't know of a single conversational situation that failed because of grammatical ambiguity, but I know of unknown words in many cases where communication failed because of ".

Based on the scientific views on the lexicon given above, we can say that in learning foreign languages for medical purposes, we can divide vocabulary knowledge into two parts.

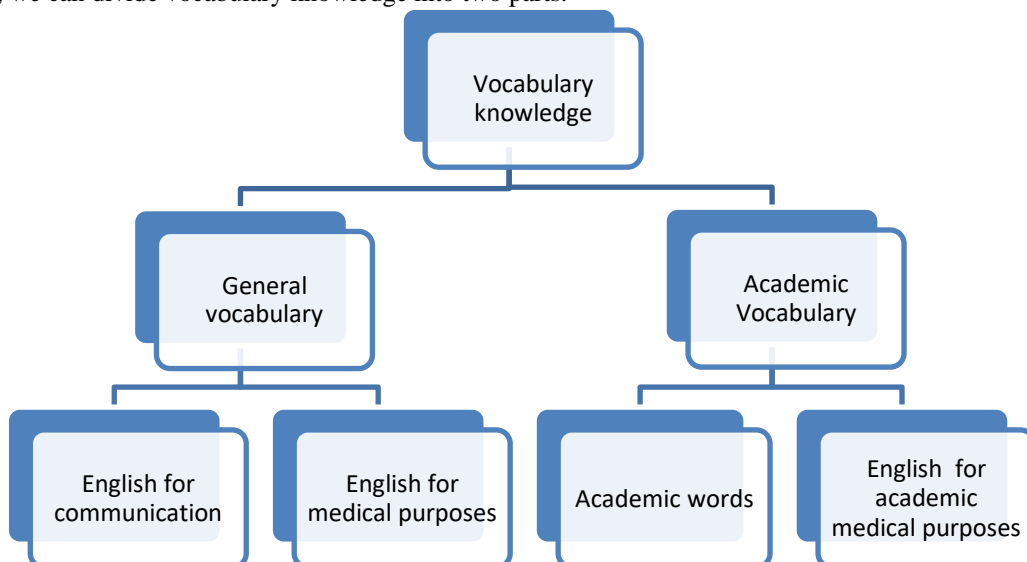


Figure 2 Vocabulary for Medical Purposes



The goal of academic medical vocabulary is to give all the basics of medical terms, which is needed to be successful in career of medical students in the future, while allowing having a little fun learning. The total number of medical terms is unknown - according to experts, the terminology fund of modern medicine exceeds 500 thousand medical terms. Most clinical terms are complex words formed by word-formation elements. Clinical terms of Greek-Latin origin are medical terms borrowed in finished form or created artificially using word-formation models of classical languages. According to some estimates, clinical terms make up over 75% of the total medical terminology fund. Although medical terms have been drawn from many languages, a large majority are from Greek and Latin. The long and formidable sounding medical terms are a combination of words which describe parts of the body, a function, or a condition. The basic terms occur over and over again in various combinations. A knowledge of the meaning of the roots, prefixes, and suffixes enables the student to analyze the medical terms into component parts. These word parts can be combined to make thousands of medical terms, and understanding the basic word parts is the first step toward understanding complete words. While it impossible to memorize the definitions of individual medical words, understanding just the parts that make up the medical word is easier and faster than learning every word because there are fewer word parts than complete words. In fact, approached the right way, medical terminology may be the easiest subject in the program. [4]

Why is medical terminology important? Can't medical professionals just use simple words like "gut" and "cut"? Unfortunately, these aren't always specific enough. Gut can refer to the stomach, small intestine, large intestine, or any part of the digestive system. If you have pain in one of these areas, it would want to be able to easily identify a single area and have all medical professionals recognize that specific area. The term "cut" could mean just an incision, or in other cases it could mean cutting *off* a body part. For example, "She cut her hand" indicates an incision, but "Cut the hand distal to the wrist" could mean an amputation. Luckily medical terminology allows us to specifically identify places in the body and even what type of cut it is with words.

First, let's examine some medical term characteristics. Most medical terms are derived from Latin and Greek languages. While this may make them seem "foreign," 75% of *all English words* are derived from Latin and Greek. When you look up a term in the dictionary, its etymology, or word origin, is usually given along with its definition. For example, *dementia* is an impairment of cognitive function marked by memory loss. It comes from the Latin word, *demens*, which means "out of one's mind."

What does language sense have to do with learning medical terms? First, words have parts, and examining those parts forces the learner to see and hear words in a new way. That is, the person becomes conscious of words as words. You'll have to think about each part of the word and then put it all together to understand how the parts make up the whole. Second, the ability to use words well involves learning the phonetic and grammatical codes that make complex communication possible. This means using proper pronunciation and using medical terminology correctly in a sentence. Medical terminology is probably one of your first exposures to clinical culture.

Learning about how the human body is constructed will help you retain new medical terms by creating a mental picture of where things are. To begin, it is also useful to know the difference between the terms *anatomy* and *physiology*. Anatomy comes to us from the Greek word *anatome*, which means "dissection." You may have recognized the word part "tome," which indicates that anatomy has something to do with cutting. Physiology, on the other hand, is one of the many "-logy" words; in this case, it means study of how the body's parts work together. In short, anatomy reveals the "what it is" and physiology the "how it works."

In teaching academic English medical terms to students, it is effective to give many tasks, including label the diagram correctly, break each of the following terms into its word parts: prefix, root, or suffix, word building, matching, multiple choice, meaning of abbreviations and case studies.

As example from a case study on the topic of the "The skeletal system"

The underlined medical terms refer to a physician, a condition, or a treatment. Replace the underlined terms with a description.

Mrs. Smith, an 82-year-old woman, was out walking her dog on a cold day. She slipped on a patch of ice, fell, and incurred painful injuries. In the emergency room, Dr. Farley Burrows, an orthopedic surgeon (1), examined her. Mrs. Smith had limited ROM (2) in her right wrist and was experiencing pain in her left hip. Dr. Burrows ordered x-rays, which revealed a comminuted fracture (3) in the wrist and compression fracture (4) in the hip. He



then performed a *reduction* (5) of the wrist bone and ordered that Mrs. Smith be admitted to the hospital and placed in *traction* (6) to maintain realignment of her hip.

The students must write the descriptions of each of the underlined terms or phrases in the spaces.

CONCLUSION

From the above we can conclude that academic vocabulary is the most important factor in learning a foreign language to medical students. Learning academic vocabulary should be a priority because it is necessary to understand medical texts in English. A medical student needs to have a deep understanding of the meaning of medical terms in order to listen and understand English texts. Academic vocabulary allows the student to speak easily, fluently and boldly, to read and understand articles in medical journals, to use medical literature in English. Therefore, in order to have good speaking and reading skills, it is necessary to deepen the vocabulary.

REFERENCES

1. Steinhoff, T. (2009): *Wortschatz- eine Schaltstelle für den schulischen Spracherwerb?* In: Feilke, H., Kappert, K.-P., Knoblauch, C. (Hrsg.): *Siegener Papiere zur Aneignung sprachlicher Strukturformen* Heft 17. Siegen: Schriftenreihe der Universität Siegen. 24 page
2. Ulrich, W. (2013). *Wortschatzarbeit im Deutschunterricht. Senatsverwaltung für Bildung, Jugend und Wissenschaft (Ed.), Sprachsensiblerfachunterricht Handreichung zur Wortschatzarbeit in den Jahrgangsstufen 5-10 unter besonderer Berücksichtigung der Fachsprache* Berlin: Landesinstitut für Schule und Medien. 307 page
3. Hong, M. und Min, K. (2005). *Kulturspezifische Wortschatzvermittlung für die aktive* <https://www.duden.de/rechtschreibung/Wortschatz> (Letzter Zugriff: 16.07.2021). 58- page
4. Judi L.Nath, Kelsey P. Lindsley „A short course in medical terminology“ 2019 Walters Kluwer 733 page , 150-205 pages