



CURRENT ISSUES OF TEACHING RUSSIAN AS A SECOND FOREIGN LANGUAGE IN SECONDARY SPECIALTY MEDICAL EDUCATIONAL INSTITUTIONS OF UZBEKISTAN

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ABSTRACT

The article discusses the main tasks of teaching the Russian language in a medical college. The need to revise the existing education system in favor of a professionally oriented, sociocultural approach is emphasized

KEY WORDS: *Russian language, method, pedagogical technologies, medicine*

АКТУАЛЬНЫЕ ВОПРОСЫ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ВТОРОГО ИНОСТРАННОГО В СРЕДНЕСПЕЦИАЛЬНЫХ МЕДИЦИНСКИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ УЗБЕКИСТАНА

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Аннотация

В статье рассмотрены основные задачи преподавания русского языка в медицинском техникуме. Подчеркивается необходимость пересмотра существующей системы образования в пользу профессионально ориентированного, социокультурного подхода.

Ключевые слова: *Русский язык, метод, педагогические технологии, медицина.*

Modern Russian medical terminology has developed as a result of “centuries-long development of world and Russian healing and medical science” [1. P. 410]. Special vocabulary was replenished with the work of medical scientists from many countries around the world. The international experience of doctors and scientists from different eras and cultures was reflected in the development and structure of the medical terminology system. Modern medical terminology has reached the greatest degree of orderliness compared to the terminology of other branches of knowledge. International nomenclatures adopted in most countries of the world contribute to the further improvement of the medical terminology system and its internationalization.

The emergence of Russian medical vocabulary is rooted in the common Indo-European and common Slavic language-base, on the basis of which in the 7th-8th centuries. The Old Russian language arose. It is possible that the original custodians of medical knowledge were the magician priests. The common Slavic word Doctor, which has a common root with the words “grumble”, “speak”, originally meant a sorcerer, sorcerer, fortune-teller, soothsayer, who heals with charms, incantations and incantations.

Here are examples of ancient Slavic medical terminology: - “bebekhi” (kidneys); “blonka semiprecious” (iris, iris); “howl” (food, hunger, appetite); “peeper” (pupil); “goose” (diaphragm); “spiritual vein” (trachea, windpipe); “hiding” (chewing food); “kutyr”



(stomach). In medical texts there were also now forgotten terms derived from Greek words: “chalk” (bile, from the Greek “melan”); “all-meat gland” (pancreas, from the Greek “pan” - general, whole and “creas” - meat). The latter term is reminiscent of the modern word “pancreatitis”. The sense organs were called “many different minds”, the tongue was called “the speaking tongue”, the neck was intended to protect the head from “falling from spinning”. Modern terminology includes such ancient names as nuchal ligament [6], duodenum, epigastrium (the Church Slavonic and Old Russian word “neck” referred to the neck, and the Church Slavonic words “finger” and “belly” meant “finger” and “stomach” respectively “).

Studying the Russian language course has a purely professional goal - to prepare a terminologically competent doctor. Studying words is one of the most important components of Russian language classes. It is Russian vocabulary that will help in further work with medical terminology. In addition to medical terminology, the classes also pay attention to Russian aphorisms, knowledge of which helps students not only learn centuries-old wisdom, but also better remember Russian words.

The main point of theoretical and practical research on the intensification of teaching the Russian language is the so-called conscious comparative method. The essence of this method is that the comparison of the native and Russian languages in methodological and linguistic terms at certain stages of the development of methodological and linguistic thought of students not only effectively correlate, but also stimulate each other. At the same time, the native language is the basis of the conscious-comparative teaching method.

The method of teaching the Russian language is not similar to the method of teaching science and humanities; Teaching this subject requires a special approach because no one speaks this language today. First of all, it is necessary to interest students in this discipline, discover new features of this subject day after day, and talk about the important place it occupies in their future profession. In this case, the correct spelling of each part of the face comes first.

The essence of this method is that the comparison of native and foreign languages in a methodological language plan at certain stages of students’ linguistic thinking not only effectively correlates, but also stimulates each other. At the same time, the native language is the basis of the conscious-comparative teaching method.

Among all the subjects taught in higher medical schools, the Russian language is of particular importance. Since in medical educational institutions it is a separate part of the normal and topographic human anatomy, and in this regard, the discipline of the Russian language occupies a special place among the physiological and anatomical sciences.

To achieve the desired result, a teaching methodology for this subject is necessary. Based on my many years of experience in this field, I will share simple skills and practice. One of the urgent tasks of developing students’ language abilities is the development of intensive forms of education. The main point of theoretical and practical research on the intensification of teaching foreign languages and the Russian language is the so-called conscious-comparative method.

Studying the Russian language in a medical educational institution involves studying vocabulary, grammar, and terminological elements.

One of the urgent tasks of developing students’ language abilities is the development of intensive forms of education. Students are introduced to the basics of medical terminology to successfully continue their education in medical specialties. Russian language teachers at our technical school have extensive experience working with Uzbek students, who studied Russian in secondary schools.

The main objective of the Russian language teaching methodology is to develop students’ professional competence in medical terminology, master the basics of the Russian language, allowing them to read, write and translate correctly, as well as explain the essence of the text. In the process of teaching the Russian language, interdisciplinary teaching methods are used to improve students’ perception and memorization of medical terms. This comprehensive method of teaching the Russian language fulfills both general educational and educational tasks.

As you know, general educational objectives include enriching the vocabulary of Greek-Latin origin, expanding horizons in the field of medical terminology, developing logical thinking and, of course, improving the medical culture of students. Of all of the above, from the point of view of perception and understanding of the lexical material of the Russian language, students who speak the language have practically no problems. Students also do not experience great difficulties when studying clinical terminology. The vocabulary of the Russian language contains a huge number of borrowings from Russian to Latin.

Russian medical terminology has been enriched with internationalisms throughout the 20th century. Often their Russian equivalents or tracings act as synonyms. A large number of Greek and Latinisms are borrowed through Western European languages: English,



French or German. Many terms that have received the status of internationalisms initially come in the linguistic design of an intermediary language, and then their secondary formal Latinization occurs. However, this process is ambivalent: often a term that is Latin in form goes through the reverse path of adaptation to its national counterpart. A process of hybridization of terms often occurs when Greek affixes are combined with a Latin base. Greek-Russian hybrid special words are also relevant. Such a derivation is quite natural for medical scientific terminology, since it reflects the historical process of formation of this branch of knowledge as a whole.

Written monuments have brought to our time such original Russian medical terms as: bebeh (kidneys), semi-precious blonde (iris, iris of the eye), howl (food, hunger, appetite), peeper (pupil), gusachina (diaphragm), spirit vein (trachea, windpipe), hiding (chewing food), kutyr (stomach). In medical texts there were also now forgotten terms derived from Greek words: melas (bile, from the Greek melanos); all-meat gland (pancreas, from the Greek pan - general, whole and kreas - meat). The latter term is reminiscent of the modern word pancreatitis. The sense organs were called manifold intelligences, the tongue was called a verbal bratsal, the neck was intended to protect the head from falling and spinning.[7]

The general Slavic layer of medical terminology includes the following terms: thorn, side, eyebrow, hair, inflammation (smallpox), head, throat, chest, hernia, lip, tooth, face, forehead, urine, nose, nail, fetus, kidney, cancer, hand, spleen, heart, crown, ear, etc. We can consider Old Russian words common to the Church Slavonic and Old Russian languages, as well as words that belonged to one of them, but have steadily entered the Russian literary language, for example: pregnant, infertility, twins, illness, pain, sick, pus, lower leg, larynx, thirst, stomach, bile, conception, health, vision, intestine, skin, bone, medicine, medicinal, treatment, treat, brain, callus, muscle, nostril, smell, touch, swelling, poisoning, groin, liver, hymen, shoulder, sole, lower back, navel, erysipelas, mouth, cramp, body, jaw, skull, neck, ulcer, etc.”[8]

In the methodology of teaching the language of a specialty in Russian lessons, it is important to know and understand all the features of medical terminology.

Work when teaching professional vocabulary goes through the same stages as any other:

- 1) presentation of new vocabulary;
- 2) automation of lexical skills;
- 3) organization of repetition of vocabulary acquired by students and quality control of what has been learned [9, p. 115].

Teaching medical students the language of their specialty involves enriching them with new scientific, terminological vocabulary, syntactic and grammatical structures, speech norms inherent in the scientific style, applying the acquired skills and abilities when performing various types of tasks, the ability to extract and transmit information from educational texts orally and in writing, as well as the development of acquired knowledge in various types of speech activity.[10]

Studying the structure of motivated words is aimed at ensuring that the student can not only predict the meaning of a word, but also correctly form the necessary motivated word to express a certain concept [6].

Medical terms in Russian often have a common root with Latin terms; they largely coincide in sound and graphic design. Difficulties in the process of teaching students of national groups arise when mastering the word-formation system of the Russian language. Therefore, when studying the word-formation elements of the Russian language, you should pay attention to the most regular prefixes and suffixes of Greek-Latin origin. A key indicator of the development of refined skills and abilities in the process of mastering Russian and Latin medical terminology is the active use of practical exercises and test tasks.

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