



SPECIFICITY OF TEACHING RUSSIAN TERMINOLOGICAL VOCABULARY IN THE LESSONS OF THE RUSSIAN LANGUAGE IN A MEDICAL HIGHER EDUCATION INSTITUTION

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ANNOTATION

This article discusses the specifics of teaching students of national groups of Russian biomedical terminology, identifies effective means of optimizing the process of teaching professional vocabulary in the Russian language classes. The main tasks in organizing work with professionally oriented texts are presented.

KEY WORDS: *professional vocabulary, specialty language, terminology, term, terminology, word formation, derivational processes, communicative competencies, scientific style.*

INTRODUCTION

A lot of works have been devoted to the specifics of student training at a medical higher education institutions, in which the urgent tasks of achieving the best results in professional speech development are posed and solved. Teaching students of national groups the scientific style of speech is one of the promising areas in the teaching of the Russian language and is aimed at developing the professional competence of future specialists.

Currently, more than one and a half thousand students are studying at the TMA Urgench branch. The discipline "Russian language" is taught only in the 1st course and is designed for 2 semesters. Russian language teachers are working on the formation of common communicative competencies, which students of national groups do not always have in their proper volume, which complicates the perception of the professional speech of teachers.

During the initial analysis of the state of speech skills and abilities of students of national groups in the first year, insufficient fluency in their oral and written Russian speech is noted.

It is known that approximately four thousand of the most frequent words cover 95% of texts of non-special content. According to our observations, scientific vocabulary is least learned. Therefore, increasing the effectiveness of teaching the Russian language has been and remains an urgent problem that is actively being solved by teachers of the Russian language.

Scientific and technological progress in modern society leads to an increase in the importance

of terminology as a means of obtaining and organizing scientific knowledge. Issues of information support and scientific and technical exchange, which affect the full functioning of languages, are especially important. The terminology of various sciences undergoes the process of internationalization and develops by borrowing from different dead and living languages.

The lexical component of the scientific style of speech is determined by three main lexical groups:

- 1) General vocabulary that forms the basis of any texts;
- 2) General scientific vocabulary;
- 3) The terms that make up the metalanguage of a particular science.

As is known, biomedical terminology has its own specifics and various etymologies. Mastering biomedical terminology is fraught with great difficulties because of its considerable volume and variety. The terms of medicine are different in structure: root, derivatives, formed by collocation and phrases, metonymic or metaphorical transfer (deltoid muscle, Koch's wand, solar plexus, etc.). The study of medical and pharmaceutical terminology is due to the need for its presentation as a strictly ordered system corresponding to the current level of development of medical science and the needs of students' practical activities. By origin, biomedical terms can be borrowed from other languages (abdominal, prescription, therapist, pharmacist) and native Russian (ventricle, atrium, pediatrician).

A feature of Russian scientific biomedical vocabulary is the so-called "medical bilingualism" [1, p. 232]: forms of terms of Latin or Greek origin and equivalent Russian-based terminology (apophasis -



process, outgrowth, sclera - albumen, antidote - antidote, abdominal - abdominal, latent - hidden, mumps - mumps, systole - contraction, coronary - coronary). This is one of the difficulties in mastering Russian scientific terminology, since students of national groups perceive such synonyms as completely different words. At the same time, Greek-Latin terminological elements are fully mastered and serve as the basis for creating new words already on Russian soil. They are short enough, easy to use, mostly monosemic, and are used in regular word-formation models. Currently, they are the main ones in the formation of medical and pharmaceutical terminology. Studying the word-building mechanism of biomedical terminology, the researchers came to the conclusion that the formations based on Greek-Latin terminology constitute the vast majority (over 1000 names) [2, p. 102]. Practical tasks in studying the structure of motivated words should be aimed at so that the student can not only predict the meaning of the word, but also correctly form the necessary motivated word to express a certain meaning. These tasks are associated with two important problems of word-building semantics: the component values of the motivated word, the semantic laws of word formation and their lexical implementation. Terms belong not only to individual branches of science, but above all they are units of language. This means that such lexical and semantic processes as synonymy, homonymy and polysemy cannot be alien to them. These processes complicate the process of professional communication of future doctors.

The accuracy of terminology is a prerequisite for the mutual communication of specialists in any field. But even more important is the accuracy of terminology in teaching students of national groups. The terminological vocabulary of the scientific style of speech in teaching the Russian language serves as a means for the formation of the subject (professional) competence of a future specialist. When students understand the words with which the teacher sets out the scientific principles, they learn the material well. If the textual and lexical material of classes in the Russian language corresponds to the main topics of the studied disciplines, and the system of exercises is organized in such a way that students are constantly in the subject area of their main activity, then the learning process acquires a targeted focus and increases learning motivation. Also, students should receive from the teacher a clear target setting for independent work with terminology in the specialty, detailed instruction on its content, methods and implementation methods. It is very important to reorient students from reproductive methods of work to creative activity. As the main form of extracurricular and classroom work with vocabulary in the specialty, students of national groups are invited to work in Russian classes in specially prepared textbooks with scientific texts in the specialty. The formation of terminological competence of students is

one of the most important tasks of teaching the Russian language. For its implementation, a system of tasks and exercises is needed, the purpose of which is a comprehensive acquaintance with the laws of word formation, compatibility and interdependence of lexical units, development of skills in practical knowledge of terminology.

As is well known, modern medicine is a complex of actively developing sciences, the names of which reflect the process of integrating the branches of knowledge: biomedical, medico-technical, medico-chemical, medico-preventive, etc. At present, the number and variety of medical sciences has tremendously increased, directions, schools, in connection with which the number of medical concepts and terms increases with great acceleration. It is practically impossible to compile a complete list of words and expressions forming modern medical vocabulary, to reproduce in the dictionaries all the features of its scientific use. [4, c 52 - 55]

At this stage, in our opinion; it is possible to characterize the basic properties and development trends; medical vocabulary and proper medical terms, to identify the universal and specific features of the latter regarding the terminology of other sciences and commonly used vocabulary, to systematize the results of their linguistic study. Modern medical vocabulary is characterized by a number of specific features that can be identified in terms of its semantic connections, productive: derivational processes, functioning in different subsystems of the modern Russian language. Moreover, changes; in the socio-cultural sphere correlate with scientific progress and in many ways; determine the development trends of medical vocabulary, reflecting the semantic essence, goals, objectives; and prospects for the development of modern medical science. The answer to the question of how fundamentally the medical vocabulary differs from the vocabulary of other sciences requires, first of all, the identification, description and subsequent comparison of the main systemic-semiotic parameters of the lexical field of medicine. [4, p 52 - 55]

Word formation is a kind of connecting link between lexical and grammatical structures in the Russian language. Therefore, focused word-formation analysis allows students to feel the specifics of the language being studied. The intensification of work on teaching terminological vocabulary should help to strengthen the activity of foreign students in the study of educational material and the formation of the ability to independently, systematically and methodically correctly expand the knowledge gained, the formation of the need for reading literature in the specialty, special terminological and explanatory dictionaries. Students of medical universities should not only be fluent in the Russian language and methods of working with special and reference literature, but be able to correctly use the terminology in the classes in core subjects. Of course, work on terminological vocabulary



should be carried out in close contact with Russian teachers of special departments.

Conclusion. Teaching students the language of a specialty is a key task, since the sublanguage of medicine has a fairly branched structure and is associated with the development of various lexical-thematic terminological groups: anatomical and histological terminology, clinical terminology and pharmaceutical terminology. The study of the vocabulary of these groups is very relevant for the methodology of teaching the scientific style of the Russian language, taking into account the specialty. The Russian language teacher has a purely practical goal - to prepare a student of a national group for the perception and understanding of lectures in the specialty, that is, to help the student, and develop language competence when using the language of the specialty.

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