



USING EFFECTIVE METHODS FOR TEACHING MEDICAL TERMINOLOGY TO A2 ENGLISH-LEVEL LEARNERS

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Abstract: In order to prepare professionals and students for successful communication in the medical area, medical vocabulary instruction is essential. Using interactive techniques, visual aids, and context-based learning, medical terminology is introduced during this process. Understanding prefixes, suffixes, and root words is crucial for deciphering complex concepts. Learners are better able to remember and use medical terminology when it is incorporated into authentic clinical situations.

Key words: medical vocabulary, terminology, language teaching, clinical communication, medical English, professional language, interactive learning.

Using the right words is essential in the medical sector. Professionals learning English, including medical students, must be able to accurately understand and use specific terminology. Effective medical vocabulary instruction guarantees improved communication in academic research, clinical settings, and professional relationships. This necessitates the use of context-based, focused, and interesting teaching techniques. Students are better able to comprehend how phrases are utilized in practice when they are taught terminology through genuine medical scenarios. Real-world contexts or scenarios serve as the driving force behind learning in the student-centered educational method known as context-based learning (CBL). These situations usually involve clinical cases or patient-centered issues in medical education. Although CBL is typically more structured, it shares many similarities with Problem-Based Learning (PBL). A teaching strategy called Context-Based Learning (CBL) in Medical Scenarios puts students in authentic, clinically relevant scenarios to improve their learning. Students learn by investigating and analyzing actual medical issues rather than by memorizing discrete facts.

In today's rapidly developing world, English is increasingly recognized as the language of all scientific fields and is deeply penetrating every area of activity. Information technology (IT) is a relatively new field, and it can be said that English developed alongside it. However, if we consider broadly developing fields like medicine or pharmacology, English began to be widely used in these areas from the second half of the 20th century. This is evidenced by the increased number of English-language publications - we can cite journals in the Scopus index, nearly 80 percent of which are published in English. In particular, the desire of medical professionals to work in English-speaking countries is increasing the importance of the language.

Today, in non-philological higher education institutions, the teaching of English emphasizes language education within the scope of a specific field, aimed at teaching its terminology and improving professional competence. This educational process, based on students' language learning needs and goals, has formed a discipline called "English for specialists" or "English for specific purposes" (ESP). When considering the difference between ESP and English for general purposes, scholars such as Hutchinson and Waters provide the

following answer: "In theory there is no difference; in practice there is a great deal". According to Bojovich: "ESP has its own distinct methods because it is not only related to linguistics but also to other scientific fields. ESP is oriented towards the learner's needs, and its main goal is for the student to be able to communicate effectively and fluently in their field of study or area of work".

It is well-known that a large portion of English medical terminology originates from other languages, particularly from Greek, Latin, and Arabic. These languages played an important role in the formation of the medical lexicon. For example, alongside common English words, one can find words of Arabic origin such as alcohol, alkali, alembic, naphtha, tartar, alchemy, and elixir in specialized fields like medicine and pharmacology. For example, in the English language, along with general words, medical and in specialized fields such as pharmacology, alcohol, alkali, words like alembic, naphtha, tartar, alchemy, elixir can be found.

Global Standardization. Medical terminology is internationally standardized, which ensures linguistic uniformity in the healthcare sector. This aspect is especially important in international medical research and when working in multinational teams. Students must understand the importance of this standardization and learn to apply terms in a globally uniform and understandable form. **Practical Teaching Methods.** Practical training, which allows students to use visual materials and technologies, is highly important when teaching medical terms. For example, using visual aids, including graphs, diagrams, and anatomical images, helps to more easily understand the meaning of terms. Additionally, through virtual simulations and interactive programs, students can practice applying terms in real-world situations. **Multidisciplinary Connections.** Medical terminology is also intrinsically linked with other sciences. For instance, by integrating with the terminology of biology, chemistry, and pharmaceuticals, a broader understanding is formed through the integration of these fields. Students understand this connection and learn medical terminology through a multifaceted approach. **Cultural and Linguistic Aspects.** When teaching medical terms, it is also important to consider their cultural and linguistic aspects. For example, the way certain terms are perceived may vary across different cultures. This enhances students' intercultural communication skills and ensures they use terms with care. All the features mentioned above make medical terminology a specialized language that requires particular attention. In the process of learning these terms, using a contextual approach, modern technologies, and visual materials allows students to grasp not only the lexical meaning of words but also their significance in real-world practice. The contextual approach is aimed at teaching students how to apply medical terms in real-life situations. For example, students' professional skills can be developed through analyzing clinical cases, simulating communication with patients, and teaching professional correspondence in class.

Interactive teaching methods, including group discussions, project work, and role-playing games, make learning medical terms engaging and effective. Such methods encourage students to participate actively and increase their level of comprehension. For example, students can reinforce their knowledge in practice by writing medical histories or conducting interviews with patients. Interactive teaching methods, including group discussions, project work, and role-playing Games make learning medical terms interesting and effective. Such methods help students encourages active participation and increases their level of assimilation. For example, students by writing medical histories or interviewing patients can be reinforced.



Studying medical terminology is extremely important for medical students, as it helps them succeed in a number of areas in their future professional careers.

First and foremost, medical terminology is necessary to develop students' professional communication skills. The precise and correct use of terminology is of particular importance when establishing effective communication with patients and collaborating with other healthcare professionals. The incorrect use of medical terms can lead to misinforming a patient or cause confusion during the diagnosis and treatment process. Therefore, knowledge of terminology enhances the effectiveness of medical procedures and builds patient trust.

Secondly, medical terminology serves as an essential tool for scientific research. Students use medical terms to read and understand medical literature, write scientific articles, and present scientific findings at an international level. Most medical knowledge is published in English in international medical journals, which makes knowing scientific terms extremely important for medical students. A good command of medical terms lays the foundation for them to be successful in their scientific research activities. Furthermore, medical terminology is one of the skills necessary for global collaboration. Today, international conferences, seminars, and events in the healthcare sector provide medical professionals with the opportunity to exchange experiences and jointly solve global problems. To participate effectively in such events, students are required to have a good knowledge of medical terminology and professional English. Global collaboration contributes not only to the development of an individual specialist but also to the overall progress of the healthcare system. Teaching medical terminology requires special approaches and methodologies. In practical

English lessons, using contextual, interactive, and technology-based methods to teach terminology deepens students' knowledge and enhances their professional competence. To improve teaching methodologies in the future, it is advisable to make broader use of modern technologies and develop programs that take into account the individual needs of students.

The issue of improving teaching methods has arisen. It is not without reason that a well-rounded generation is considered the foundation of societal development. For this reason, nurturing a mentally and physically mature generation has been elevated to the level of state policy in our country. In the newly adopted Law "On Education" (September 23, 2020), the upbringing of a harmoniously developed individual was identified as an important issue of state significance and a priority area. One of the effective means of achieving this educational goal is "the introduction of advanced teaching forms, new pedagogical technologies, and competencies into the educational process, alongside technical and informational tools for medical education". President Sh.M. Mirziyoyev emphasized: "Attention to education is attention to the future," meaning that reform in medical education is a reform for future generations. Language learning in medicine and the medical education process are distinguished by the diversity of methods, techniques, and forms applied in teaching. Establishing interdisciplinary connections. The practice of medical education today is a vivid reflection of the integration processes occurring in science and public life. This interconnectedness plays a crucial role in students' conscious assimilation of knowledge, in developing their holistic worldview, and in improving their outlook on the world, as well as their practical and scientific-methodological training. Such an approach to teaching provides the opportunity to freely apply the knowledge, skills, and competencies acquired in medical science in classroom and extracurricular activities, in professional practice, and in any educational activity. In recent years, scientific and



methodological work on the teaching of the Uzbek language has been carried out in our country to improve the speech competence of students in higher education institutions. In this sense, this work aims to improve the speech competencies of students in the teaching of the Uzbek and English languages, apply it to the practice of medical education, describe it based on an integrated approach, and address pedagogical, psychological, and linguo-methodological needs. It also fulfills the tasks of classifying them by function and implementing medical education.

Conclusion:

In general, the primary task in teaching English to medical students is to create the necessary lexical reserve for them to conduct their professional activities in English. Concurrently, it involves forming professional terminology and developing conversational skills. This article theoretically and practically substantiates the potential of the communicative approach in the process of teaching medical English. The conducted research, based on the ESP methodology, serves to develop students' professional communication skills within their field. The use of authentic materials, role-playing, and studying grammar and phonetics in context are proposed as important methods in language teaching. Furthermore, this article aims to integrate the principles of communicative language teaching into medical education in accordance with modern educational requirements

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