



PROBLEMS OF TEACHING AND LEARNING MEDICAL TERMINOLOGY AND ACCURATE SOLUTIONS FOR THEM

Ahadova Nilufar Fazliddin qizi.

*Tashkent Pharmaceutical Institute Department: Uzbek language and literature
akhadovanilufar5@gmail.com*

Annotation. *Whether teaching English as a second language or as a foreign language, teaching English for Specific Purposes (ESP) classes can be difficult. The teaching and learning of medical language presents one of the biggest challenges for medical educators and students. For students, medical terminology can be complex and challenging to understand because it is sometimes drawn from other languages, such as Greek and Latin. Due to their length and complexity, which make them challenging to say, spell, and understand, these terms present a challenge to teachers in terms of communicating their meaning to students.*

Key words: *English for Specific Purposes, medical language, second language, medical terminology, Flipped classroom.*

Annotatsiya. *Ingliz tilini ikkinchi til sifatida yoki chet tili sifatida o'rgatishdan qat'i nazar, Ingliz tilini maxsus maqsadlarda (ESP) o'rgatish qiyin bo'lishi mumkin. Tibbiyot tilini o'rgatish va o'rganish tibbiyot o'qituvchilari va talabalari uchun eng katta muammolardan birini keltirib chiqaradi. Talabalar uchun tibbiy terminologiya murakkab va tushunish qiyin bo'lishi mumkin, chunki u ba'zan boshqa tillardan, masalan, yunon va lotin tillaridan olingan. Aytish, talaffuz qilish va tushunishni qiyinlashtiradigan uzunligi va murakkabligi tufayli bu atamalar o'quvchilarga o'z ma'nolarini etkazishda o'qituvchilarga qiyinchilik tug'diradi.*

Kalit so'zlar: *Maxsus maqsadlarda ingliz tilini o'rgatish, Tibbiy til, ikkinchi til, tibbiyot terminologiyasi, Qaytariluvchi Sinf*

Аннотация. *Независимо от того, преподаете ли вы английский как второй язык или как иностранный, преподавание английского языка для специальных целей (ESP) может быть трудным. Преподавание и изучение медицинского языка представляет собой одну из самых больших проблем для медицинских педагогов и студентов. Для студентов медицинская терминология может быть сложной и трудной для понимания, поскольку иногда она заимствована из других языков, таких как греческий и латинский. Из-за их длины и сложности, из-за которых их сложно произносить, писать и понимать, эти термины представляют собой проблему для учителей с точки зрения передачи их значения студентам. В этом отчете об исследовании рассматриваются проблемы, с которыми сталкиваются студенты-медики при понимании медицинской терминологии.*

Ключевые слова: *Английский для специальных целей, медицинский язык, второй язык, медицинская терминология, Перевернутый класс*

Every occupation has its own special vocabulary, known as jargon, that enables effective communication between professionals in the same sector. Medical terminology is a specialized language used by professionals, specialists, and learners in the medical and health sciences sector. It is well known that among all the specialized languages used in various fields, it is one of the hardest. It might be challenging to spell, recall, and even understand the sophisticated, lengthy names used in medical terminology. A specialized vocabulary that includes many words that cannot be translated or defined is heavily used in medical writing. They also point out that understanding medical writing frequently necessitates looking at it from several perspectives in order to appreciate the concepts behind complex terminology. Learners must be able to apply the proper techniques in the appropriate circumstances in order to be most effective. Teachers can teach students numerous learning strategies and demonstrate how to use these techniques to fit their needs in various learning tasks to aid in the development of this skill. However, pupils won't become proficient in employing these tactics until they practice them frequently.

The vocabulary in the medical area is constantly growing, making it challenging to Visual learning techniques can be used to help people remember medical terminology. One such technique is to link each term to a particular visual, which will act as a reminder to aid in remembering. Assigning a picture to each medical phrase makes learning more interesting and makes it simpler for the brain to retain the information because of the incredible capacity of the brain to store information in the form of visuals.

Flashcards are one tool for visual learning. Medical students have been shown to benefit from using this tried-and-true learning technique to help them retain key terms and concepts. word meanings rather than trying to teach them every single phrase. Teaching medical students these approaches is crucial when it comes to dealing with low-frequency words, as stated by Nation (1994). According to a study by Morgan et al. (2015), the flipped classroom concept has been successfully applied in the field of health sciences, particularly in the obstetrics and gynecology department. The project includes teaching four courses related to gynecologic oncology utilizing the flipped classroom method. Prior to class, students engaged in online video watching, and during class, they used a platform to participate in online case discussions. With 80% of students watching the films and 94% participating in the conversations, the study's findings revealed strong involvement and satisfaction rates. New methods must be developed, and existing ones must be assessed, in order to enhance the teaching and learning of medical terminology. One of the best ways to learn medical terminology is to divide each term into smaller, more manageable pieces.



Typically, breaking down is connected to undesirable outcomes like the devastation of a structure or a piece of furniture or the thinning of the body's defenses. However, dissecting medical jargon into more manageable chunks can aid students in comprehending the underlying ideas. Learners can better understand what each component of the word means by dissecting each term's root, suffix, and prefix.

In conclusion. Teaching medical terminology is frequently a difficult task due to the diversity of the students and the large amount of content that must be covered in a short amount of time. Teachers may find this to be a very challenging position. For many medical students, understanding medical jargon can be particularly difficult. Some find it difficult to remember the explanations of complex phrases, and others find using a medical dictionary to be tedious. All medical students, regardless of their academic position, must become fluent in medical terminology in order to flourish in their discipline and understand the language used in their profession.

REFERENCES:

1. The Value of International Internships in Global Workforce Development//Jennifer Malerich [Arizona State University]
2. Klai B. Analysis of scientific productivity in Croatia according to the Science Citation Index, Social Science Citation Index, and Arts & Humanities Citation Index for the 1980-1995 period. *Croat Med J* 1997;38:88-98.
3. Chen, F., Lui, A. M., & Martinelli, S. M. (2017). A systematic review of the effectiveness of flipped classrooms in medical education. *Medical Education*, 51(6), 585–597.
4. Ellis, R. (1994). *The study of second language acquisition*. New York: Oxford University Press.
5. Fang, F. S. (1985). *The investigation and evaluation of the teaching methods on medical terminology*.
6. Buranova, Dilafruz. "TEACHING ENGLISH TO MEDICAL STUDENTS: CURRENT TRENDS AND PERSPECTIVES." *Philology Matters* 2021.4 (2021): 123-135.
7. Махаметова, Дилнавоз Батировна. "СОВЕРШЕНСТВОВАНИЕ АНГЛИЙСКОГО ЯЗЫКА В МЕДИЦИНСКИХ ВУЗАХ." *Педагогика и психология в современном мире: теоретические и практические исследования*. 2017. 83-86.
8. Nuritdinovna Ihamova, I., Shorasulovnalatipova, D., Atabekovnarakhimova, S., & Shavkatovnakhusainova, G. (2020). Improving the grammatical skills of students studying english using ICT. *Journal of Advanced Research in Dynamical and Control Systems*, 12(S6), 660-665.
9. Гузачева, Н. (2020). Технология zoom как эффективный инструмент для дистанционного обучения в преподавании английского языка студентам медакам. in *Library*, 20(4), 457-460. извлечено от <https://inlibrary.uz/index.php/archive/article/view/20662>