

**EXPLORING ENGLISH MEDICAL TERMS WITHIN MEDICAL UNIVERSITY  
CURRICULUM**

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**Abstract:** In medical universities, students are introduced to both Latin and English medical terminology, essential for their future professional endeavors. The author highlights the necessity for medical professionals to grasp the meanings of lexical units to use terms accurately. Through lexical analysis, the study validates the importance of deliberate usage of English medical terminology and elucidates its formation intricacies.

**Key words:** Greco-Latin roots, professional concept, medical terminology of various fields of medicine, etymology of terms, borrowed medical terms.

Today, the importance of a foreign language in medical professional and educational activities is undeniable. The concept of language education is aimed at professionally oriented training, based on taking into account the needs of students in learning a foreign language. Knowledge of a foreign language makes it possible for a future medical worker to improve their qualifications, read medical literature in the original, attend international conferences, study and practice abroad, exchange experience and knowledge with foreign colleagues.

At a medical university, students of various specialties get acquainted with medical terminology in the first year during Latin classes. This knowledge is necessary when studying specialized disciplines, such as “Human Anatomy and Physiology”, “Histology”, “Pharmacology”, “Pharmacognosy”, etc. At seminar classes in English, much attention is also paid to the medical terminology of various fields of medicine. It should be noted that when studying the topics “Human Skeleton”, “Body Systems”, “Medicinal Plants”, “Medicines and drugs” there are a large number of terms that have Greco-Latin roots. For example: doctor (from docere - to teach) - teacher, borrowed through the French doctor), recipe (from receptum - accepted obligation, guarantee), trunk (from trunkus - tree trunk), infection ( from inficio, infeci, infectum – to infect), pediatrics (from the Greek paid – child), etc.

But what is a term? In our research, we adhere to the definition given by B.N. Golovin “a term is a word or phrase that has a professional meaning, expressing and forming a professional concept, used in the process and for cognition and mastery of a certain range of objects... of a certain profession”.

Undoubtedly, any profession generates its own terminology. Commonly used, and therefore non-terminological words can be incorporated into terminology and acquire the meanings and functions of terms in the speech of professionals. For example, a pharmacist, considering the definition of the lexical unit “birch,” will pay attention not to the botanical description, but to the medicinal properties of birch.

Birch leaves and buds have anti-inflammatory, antimicrobial, choleric, wound-healing properties, as well as absorption properties.

It should be noted that the use of terms by representatives of the same profession ensures communication in the process of joint activity and affects the degree of its effectiveness. The use of terms relieves participants of communication from differences of opinion in the understanding and use of the same lexical units, reduces losses in the perception and assimilation of information. That is why a number of terminologists insist that the term must be unambiguous and precise.

Basic information about word formation and the etymology of terms allows medical students to use medical terminology more effectively. After all, in order for new information entering the brain to be assimilated, it must be realized and comprehended by the student. And if the information is mastered, then there is no need to memorize cumbersome lists of lexical units; you can predict the meaning of terms. For example: myocard (myocardium) = myo (muscle) + card(ium) (heart) - heart muscle, endocarditis (endocarditis) = endo (in, inside) + card (heart) + -itis (inflammation) - inflammation of the internal membranes of the heart, pericarditis (pericarditis) = peri (around) + card (heart) + -itis (inflammation) - inflammation of the pericardium (fibrous sac surrounding the heart).

In medical terminology, two completely different phenomena can be observed: a very precisely developed, internationally standardized anatomical terminology and a rapidly developing clinical terminology of all branches of medicine. The main reason for the emergence of new medical terms is the rapid development of scientific knowledge and the need to quickly nominate new devices, diseases, symptoms, etc.

As a rule, the terminology is replenished with new terms due to:

1. Formation of new lexical units.
2. Changes in the meanings of previously formed lexical units. For example: hysteria (from hystero - uterus) was originally used to describe specific disorders of well-being and behavior in women. Currently, it is a full-fledged neurological disease, which has its own clinical picture, symptoms and causes of occurrence.
3. Borrowing.

According to the results of our research, about 40% of English medical terms are of French origin, some of which were borrowed through French from the Latin language. For example: disease (from the French desaise “discomfort”, “disease” – des- “not” +aise “easy”), cramp (from French crampe – krapmhe “spasm” – kramph “bent, twisted”), delivery (birth, from French délivrée – délivrer “to free”, “to save”), curette (curette, from French curette – curer “to cleanse” – from Latin curare “to take care”), bowel (from French boele “intestines” – from Latin botellus “small intestine” or “sausage”), cartilage (from French cartilage – from Latin cartilago “cartilage”), etc. 30% of the terms we analyzed were borrowed from the German language. For example: hand from die Hand (hand, hand), finger from der Finger (finger), nose from from German die Nase (nose), arm from der Arm (arm to hand), etc. About 8% of terms are terms of Greek origin (diabetes - diabetes, pneumonia - pneumonia, myopia - myopia, trauma - injury, etc.).

A number of medical terms in English are calques. For example, leukocyte from lat. leucocytus, erythrocyte from lat. erythrocytus, monocyte from lat. monocytus. It should be noted that along with the borrowed terms, there are several translation options that form synonymous rows. For example, leukocyte (leuco – white + cytus – cell) – white blood cell (white blood cell), erythrocyte (erythro – red + cytus – cell) – red blood cell (red blood cell) – red blood corpuscle (red blood cell), phagocyte (phago – eat + cytus – cell = protective cell in human blood, capable of “capturing” and “digesting” pathogens of infectious diseases) – phagocytic cell (phagocytic cell) – defensive cell (protective cell) – scavenger cell (phagocyte). At the same time, in medical literature the terms leukocyte, erythrocyte, phagocyte are most often used, and their synonyms are used in articles aimed at the average reader.

It should be noted that if in the past national medical terminology often borrowed medical terms from Latin, at present this process of word formation is rather unproductive. New lexical units are mainly terms of English origin. For example, linear cutter (stapler) - linear cutter, linear stitching-cutting stapler, stapler - (medical) stapler.

In conclusion, I would like to once again note the need for a conscious study of medical terms. After all, by revealing the structure of a term and identifying the meanings of its components,

students gain a deeper understanding of the essence of the concept. In foreign language classes, it is important to discuss the etymology of terms with medical students. This will give them a deeper understanding of the history of medicine and allow them to look at terms from a different perspective.

**References.**

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