

CHARACTERISTICS OF THE METHODOLOGY OF TEACHING MEDICAL TERMS

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Annotation: This article analyzes the methodological aspects and specific features of teaching medical terms. The article highlights the effectiveness of using a contextual approach, interactive methods and technologies in teaching terminology.

Key words. Medical terminology, Practical exercises, Interactive methods, Contextual training, Professional communication, Language competence.

Анотация: В статье анализируются методические аспекты и особенности преподавания медицинской терминологии. В статье подчеркивается эффективность использования контекстного подхода, интерактивных методов и технологий в обучении терминологии.

Ключевые слова. Медицинская терминология, практические упражнения, интерактивные методы, контекстное обучение, профессиональное общение, языковая компетенция.

Anotatsiya: Maqolada tibbiy atamalarni o'qitishning uslubiy jihatlari va xususiyatlari tahlil qilinadi. Maqolada terminologiya mashg'ulotlarini tayyorlashda kontekstda yondashuv, interfaol usullar va texnologiyalardan foydalanish samaradorligi ta'kidlanadi.

Kalit so'zlar. Tibbiy terminologiya, amaliy mashg'ulotlar, interfaol usullar, kontekstual o'quv, kasb-hunar aloqa, lingvistik kompetentsial.

Introduction: Medical terminology is often complex and originates from Latin and Greek. Effective teaching of these terms requires practical training based on special methodologies. This article provides detailed information on the specific features of the methodology for teaching medical terminology and effective approaches. Medical terminology is a special language of the medical field, which consists of scientifically accurate, systematic and standardized terms for mutual understanding. These terms, with their accuracy and correct use, are crucial in communicating with patients, in the process of diagnosis and treatment, and in scientific research. Medical terms are often complex and require special teaching methodologies and strategies for students.

Methods: Most medical terminology originates from Latin and Greek. Due to the use of these languages, terms are often composed of prefixes, suffixes, and root words. This ensures that the terms have a systematic structure to clearly express their meaning within them. For example, when analyzing the word “cardiovascular,” the semantic meaning of the parts “cardio” (heart) and “vascular” (vessels) is explained. Similarly, the word “gastroenterology” is broken down into the parts “gastro” (stomach), “entero” (intestines), and “logy” (science) to form the full meaning of the term. Such analyses teach students to understand complex terms and use them accurately.

Contextual application: Learning medical terminology requires not only mastering the dictionary meaning of words, but also using them correctly in clinical practice. Students should be prepared to use the terms in clinical situations, such as when interviewing a patient or analyzing diagnostic data. For example, when learning terms like “hypertension” (high blood pressure) or “anemia” (low hemoglobin in the blood), they are taught through examples related to diagnostic conditions. This approach teaches students not only to memorize the terms, but also to apply them correctly in real life.

Global standardization. Medical terminology is standardized internationally, which ensures uniformity in language in the healthcare sector. This is especially important in international medical

research and working in multinational teams. Students need to understand the importance of this standardization and learn to use terms in a globally consistent manner.

Practical teaching methods: Practical exercises that allow students to use visual materials and technology are of great importance in teaching medical terminology. For example, the use of visual materials, including graphs, diagrams, and anatomical images, can help students understand the meaning of terms more easily.

Multidisciplinary connections. Medical terminology is also closely related to other disciplines. For example, by combining terminology from biology, chemistry, and pharmaceutical sciences, a broader understanding is created through the integration of these disciplines. 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 take into account their cultural and linguistic aspects. For example, the way some terms are perceived in different cultures may vary. This will help students improve their intercultural communication skills and use terms carefully. By using a contextual approach, modern technologies, and visual materials in the process of learning these terms, students will have the opportunity to understand not only the dictionary meaning of words, but also their importance in real practice. The contextual approach is aimed at helping students learn how to use medical terms in real-life situations. For example, in clinical case studies, patient interaction simulations, and professional correspondence can help students develop their professional skills.

Interactive teaching methods, including group discussions, project work, and role-playing, make learning medical terminology fun and effective. Such methods encourage students to actively participate and increase their level of mastery. For example, students can reinforce their knowledge in practice by writing medical histories or conducting interviews with patients.

Research Questions: The primary purpose of this study is to explore the learning of medical terminology by Indian students. It focuses on the frequency of use of strategy by Indian students in learning medical terminology and to identify the strategies related to success or failure in learning the target. The secondary aim was to describe the strategy use pattern by different proficiency levels. In brief, this study attempts to seek answers to the following research questions:

1. What are the strategies used most and least frequently by the learners in the study? 2. Which strategies are used most often by the students who are the most proficient in medical terminology?
3. Does the overall medical terminology learning strategy use vary across different proficiency levels?
4. Does the use of six categories of medical terminology learning strategy vary across different proficiency levels?

Literature Review In order to get more insights on the study of medical words learning strategies, this section will first review two recent studies of L2 vocabulary learning strategies and then studies of individual medical terminology strategies. **Subjects :** Medical terminology is a required subject in this first-year students , so all of these participants were taking Medical Terminology course. The class met four hour a week.

Instrument : ,The test for evaluating the subjects' proficiency level in the current study was the Medical Terminology mid-term exam made by teachers in the academy. This is a curriculum-specific achievement test, rather than a general proficiency test. There were 50 questions in total in

the test. Subjects were required to write medical words on the basis of the English definitions of each test item. The instrument employed for collecting data on strategy is the medical terminology learning strategies questionnaire developed by the researcher. Section one contained five questions, the purpose of which was to collect such background information as subjects' English proficiency, mid-term score of medical terminology. Section two included 42 items grouped into six categories of medical terminology learning strategies:

Discussion : This section will discuss the medical terminology learning strategies of Indian students, the strategies found to used most often and least often by the foreign students who were most proficient in medical terminology.

In the present study, results indicate that there are major differences in patterns of strategy use among students of different proficiency levels. High-level learners are better at gaining knowledge of a new word; they remember more effectively; they control and evaluate their own vocabulary learning better than low-level learners. However, neither the high-level learners nor the low-level learners are good at employing social strategies to discover new meanings and learn vocabulary. Since teacher-centered approach is employed by most of the teachers, students rarely have chances to discuss and cooperate with peers. Moreover, very few students have courage to ask questions in class. This behavior might be influenced by the Indian educational system. Furthermore, in an EFL context like Indian, few chances are available for students to interact with native speakers or foreign medical staff. When strategies used by high-level learners are compared to those by low-level learners, it is found that written repetition and verbal repetition were the most and the second most popular strategies among both high-level and low-level learners

Modern technologies are of great help in teaching terminology. Electronic resources, such as medical terminological dictionaries, interactive mobile applications, and online simulators, serve as additional learning tools for students. At the same time, virtual reality (VR) technologies allow students to simulate clinical situations.

Learning medical terminology is extremely important for medical students, as it will help them succeed in a number of areas in their future professional activities. First of all, medical terminology is necessary for the development of students' professional communication skills. The accurate and correct use of terminology is of particular importance in establishing effective communication with patients and collaborating with other health care professionals. Incorrect use of medical terms can lead to misinformation to the patient or confusion in the diagnosis and treatment process. Therefore, knowledge of terminology increases the efficiency of medical processes and strengthens patient confidence.

Secondly, medical terminology is a key tool for scientific research. Students use medical terms to read and understand medical literature, write scientific articles, and present scientific results at an international level.

Conclusion: Teaching medical terminology requires special approaches and methodologies. The use of contextual, interactive and technology-based methods in teaching terminology in practical training deepens students' knowledge and increases their professional competence. In the future, it is advisable to use modern technologies more widely to improve teaching methodologies and develop programs that take into account the individual needs of students.

List of used literature:

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