

DEVELOPMENT OF STUDENTS' PROFESSIONAL ABILITY BASED ON AN INTERDISCIPLINARY INTEGRATED APPROACH IN THE MEDICAL EDUCATION SYSTEM

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Abstract: *Currently, this topic is deeply developed, and T. L. We can get acquainted with the works of Bukharina and her pedagogical school. The researchers concluded that the strategic goal of foreign language teaching in higher medical institutions is the model of the ideal graduate - "as a bilingual professional language person in medicine". Bilingual education helps to improve the teaching of general languages and knowledge of foreign languages for the purposes of special subjects, to deepen subjects and expand the scope of intercultural education, as well as to increase motivation in learning a foreign language.*

Key words: *medicine, term, integration, independent, pronunciation, professional, Terminology.*

The integration of English language instruction with a Latin course is a bridge to foreign language learning in medical education. At the same time, both languages at the same time implement the professional direction of teaching and increase motivation. Bilingualism is the basis for learning and using medical terminology not only during the educational process, but also in the further professional activity of the doctor. This allows students to acquire language competence, a certain level of which is to use a foreign language in professional activities and self-education. Bilingualism in medical higher education institutions also has a cultural dimension. Language is a cultural phenomenon, which performs not only cognitive, but also educational and educational functions.

The historical commonality of the two languages is clear. Latin, with its coherent and precise grammatical system, prepares the student for a thorough mastery of any language. Comparisons in the field of phonetics, syntax, and morphology help the faster emergence of associative relationships and logical memorization, systematization of linguistic phenomena. The medical language is international due to the use of Latin-Greek word-formative materials, therefore, in the process of translation, the known difficulties in understanding foreign texts can be overcome by involving the knowledge gained in the process of learning the Latin

language. Of particular importance is the assimilation of formative affixes and term elements. Knowing them, as well as the rules of word formation and the morphological analysis of the word, allows the formation of the ability to understand and formulate medical terms in different nomenclature groups, taking into account the differences in their graphic and grammatical design. Working with exercises and texts will help you remember the rules of teaching Latin medical terminology and use it in the process of learning English. Analysis of term structure, knowledge of term elements and affixes of classical genesis should become the necessary semantic support for term discovery.

From the first stage, students begin to learn the language of medicine. They will have to memorize many words, phrases and terms. It is known that 60% of the English vocabulary is of Latin origin. More than 80 percent of English medical terms are of Latin origin. It is necessary to learn how to identify words of Latin Greek etymology in a foreign text, to translate them correctly, to activate knowledge of the Latin language.

Teaching Latin medical terminology to a student in the conditions of simultaneous learning of two languages gives positive results, helps to optimize the educational process, develop the student's independent work, prepare a doctor who knows his professional language.

It is known that Latin is an international language for medical terminology. The task of professors and teachers of foreign language modules of medical higher education institutions is to ensure adequate translation of Latin terms into English, to correctly interpret the concepts defined by the terms, and to help students learn to write and pronounce medical terms correctly.

In the process of teaching medical terminology in English, we take into account the important fact that Latin differs from English not only in its grammatical structure, but also in its vocabulary. At the same time, we take into account that some grammatical phenomena and part of Latin special vocabulary are similar to English. Thus, a student studying English should do a dual language analysis (Latin and English).

In medical institutions of higher education, the respective departments of English and Latin teach the peculiarities of the use of Latin primarily in the field of medicine. This allows establishing parallelism between the taught languages, which contributes a little to the development of the "bilingualism" system, thereby developing the student's linguistic thinking.

The foreign language module in medicine includes training for first- and second-year students in all areas of medical educational institutions. In

medicine, the foreign language module is mainly conducted in the form of practical training.

The importance of research results lies in the creation of manuals that are successfully used in teaching students of all disciplines. The lexical and grammatical minimum that a medical specialist should master in order to read professional literature has been compiled. The text material is clearly professional in nature. The training is conducted in two stages: the first (1st semester) - repetition (correction of pronunciation skills, repetition of vocabulary, etc.); the second (2-4 semesters) – mastering medical clinical terms. The purpose of our methodology is to teach specialists the ability to obtain information for professional purposes, to communicate in a foreign language on specialized topics. The integration of teaching foreign and Latin language modules serves to increase the professional abilities of students in the medical education system.

The implementation of interdisciplinary integration is one of the necessary didactic conditions that help to develop the interest and active attitude of students to mastering knowledge, to increase the scientific and relevance of teaching at the current stage.

The purpose of our research is to analyze ways of implementing the above-mentioned principles in the teaching of English in medical and treatment faculties of medical institutes, to establish interdisciplinary relations of this science with the science of "Latin" in the system of professional training of medical students.

Today, knowledge of the English language is an integral part of education and has special importance as an important humanitarian and educational meaning. In this regard, on the basis of active cooperation and exchange of international experience in various fields of science, including medicine and healthcare, the science of "English" is gaining importance. In accordance with the requirements of the approved "Therapeutic Work" educational standard, students must be prepared to communicate in English orally and in writing in order to solve professional activity tasks. In other words, teaching English to medical students primarily involves teaching the practical direction of this subject module, that is, vocationally oriented and narrow-profile vocabulary and terminology. In this respect, the principle of interdisciplinary coordination is undoubtedly implemented, because the English teacher often, when introducing a new terminological dictionary, refers to the knowledge available to students in the field of Latin language and Latin terminology, which tends to create associative connections and, in turn, contribute to the rapid memorization of new terms. adds

The "Latin" module is an integral part of the training of future doctors, because the purpose of the module is to teach students the terminological Latin language used in any medical specialty, to help them acquire practical skills in the use of professional Latin terminology in educational, professional and scientific activities. In the process of studying in medical institutions of higher education, the future doctor meets many private terminologies that are combined into medical terminology. This will help him master the modern scientific language of his profession. Even when a doctor speaks on a professional topic in his mother tongue, he uses 50 to 80% of Latin and Greek words.

Returning to the English language, it should be noted that, according to a number of studies, scientific and medical texts in English are on average 60% English, 30% Latin and 10% international terms and words. This 40% of the text, i.e. 30% of Latin and 10% of international terms (again, mainly Latin and Greek), is of great interest for specialist-oriented vocabulary teaching, taking into account interdisciplinary connections.

Actualizing interdisciplinary integration in comparing Latin with English is very effective for developing students' "linguistic thinking". The implementation of these connections, in turn, implies the disclosure of typological similarities and differences in word combinations, helps to develop the skills and abilities of students to analyze terms comparatively and etymologically, to form concepts about word meanings and the development of language dynamics. In general, such a comparison is an invaluable tool for developing a linguistic outlook.

Teaching a professional vocabulary in a foreign language in connection with the teaching of terminological Latin, as well as creating the necessary conditions for the conscious acquisition of term elements of Greek-Latin origin included in the relevant sub-languages of medicine, biology and chemistry. Such interdisciplinary integration is undoubtedly aimed at forming the professional and terminological competence of future doctors.

Such a classification scheme based on a chronological criterion is also important for the rational introduction of interdisciplinary integration into the educational process. According to him, interdisciplinary integration can be retrospective (initial), synchronous (joint) and prospective (sequential). This approach makes it possible to consider the lingua-professional and lingua-didactic principles of the language education continuum.

The study of Latin is carried out on the basis of the continuity of knowledge, skills and qualifications acquired by students of native and foreign languages, biology and chemistry courses in general educational

institutions. The Latin language is studied in the first year in parallel with some professional subjects and before other professional subjects according to the plan of the educational process of all directions of the medical institution. Thus, the Latin language serves as an instrumental and conceptual basis for them and creates a basis for conscious perception of international medical terminology in Uzbek and modern foreign languages, but primarily in English. Therefore, the study of Latin is a necessary step in the continuous language education of a modern doctor.

Due to the integration of the teaching of Latin and English, among the main areas where the principles of interdisciplinary integration are implemented, lexical, grammatical-syntactic and self-education can be conditionally distinguished. According to self-education and grammatical-syntactic orientation, the benefit of learning Latin is seen in the Latin language system "... it gives a clear and concise idea of the organization of the language in general and allows to approach the study of other languages of the world consciously, not blindly" .

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In the process of enriching the vocabulary of the English language, the role of acquisition of words related to another language is very large, because the importance of acquisitions in English is much higher than in other languages, which makes up 70% of the total number of acquired lexical items.

In the process of filling the English vocabulary, the acquired terms were assimilated. It is known that "assimilation is phonetically, grammatically, semantically and graphically adapting the acquired words to the receiving language system."

In the process of assimilation, words can acquire a new system of lexical and grammatical norms, and there are also possible options for the transfer of assimilated words to English without any changes. English has many words borrowed from other languages, the oldest of which are Latinisms. The author

of the study calls these changes, or lack thereof, the development of words borrowed from the Latin language.

Curricula in medical higher education institutions include the study of at least two foreign languages: Latin and one of the modern languages - in most cases - English. The medical education system of the foreign (English) language course is based on the principle of continuity, that is, the student continues the foreign language curriculum in higher education on the basis of the knowledge acquired at school. On the contrary, the study of Latin in a medical university starts from the beginning and everything is directed towards the goal of learning medical terminology that has a Greek-Latin basis.

When talking about medical anatomical terminology, by term, the leading Russian terminologist A. V. After Superanskaya, we mean a special word or phrase adopted in professional activity and used in special circumstances. It is a verbal designation of a concept included in the system of concepts of a certain field of professional knowledge, which is the main conceptual secret element of the language for special purposes. Any term has a number of properties, the main of which is the property of defining a concept. Certain requirements are imposed on the term, the main of which are accuracy, consistency, modality, expressive and stylistic neutrality, correctness and accuracy of meaning. This term is one of the main elements of professional communication, in our case - communication in the field of medicine, as well as the semantic core of special texts. In this regard, a thorough study of anatomical and medical terminology in a foreign language is an important element in the preparation of a medical student.

At the beginning of the 1st year of higher education institutions, the student is faced with the need to learn the same anatomical terminology in 2 languages (English and Latin). This, of course, leads to the emergence of such a phenomenon as interlinguistic interference.

In our particular case, the cross-linguistic interference in the pair of English and Latin languages has an objective nature, but the students' difficulties in these two language systems can be characterized as interference in the negative direction. For the pair of languages "English and Latin" this interference is manifested primarily at the phonetic level. Anatomical terms with similar spellings often have completely different pronunciations. This problem is important in learning English, because the pronunciation of Latin words and their stress are regulated by clear, long-established rules. The situation with the pronunciation of anatomical terms in English is more complicated: it requires a lot of work with authoritative

orthoepic dictionaries, as well as encouraging students to master this area of knowledge.

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