

# Methodology Of Teaching Medical Terms And Using Tasks That Develop Qualification Skills

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**Abstract.** In this article, it is explained about the acquisition of professional skills in the study of medical terminology in medicine, as well as the application and formation of this knowledge in practice, and the methods of teaching medical terms to students.

**Keywords:** linguistic competences, educational tasks, medical terms, skills and competencies.

In the world, the methodology of teaching foreign language and medical terminology has achieved a number of achievements in recent years. As a result, certain developments and reforms are taking place in the socio-economic spheres of society. After all, the English language as a means of communication affects the development of all areas, so the issue of teaching it is always relevant. Today, most of the countries are effectively using these educational achievements, which are a model for the teaching methodology of medical terms. It is known from the observations that the development of professional skills is one of the main issues in the methodology of teaching international medical terms, and its implementation depends more on the quality of educational tasks.

In the scientific literature on teaching English, French, German and other developed foreign languages, special attention is paid to the content and level of usefulness of educational tasks, and questions, tasks and exercises are effectively used in the educational process. In the international experience, the educational tasks focus on effective communication. The educational tasks used in practice are formed on the basis of certain predetermined criteria.

In Uzbekistan, the methodology of teaching medical terms is based on the competence approach, the formation of linguistic competences in the course of the lesson is expected to lead to the development of professional competences. On the basis of international experiences, the skills (listening and understanding), (reading) and (writing) are formed through specific requirements for language learning. Especially, acquisition of professional skills and qualifications by mastering the skills and qualifications of future medical students;

to ensure that students acquire knowledge in this field in accordance with international standards;

teaching undergraduate students correct pronunciation;

understand grammatical forms and know the meaning of terms;

aimed at being able to independently translate and compile anatomic, clinical, and pharmaceutical terms without or with a dictionary.

Students will learn to use, understand and apply medical terminology in further course specific modules. This responsible task can certainly be carried out through improved training assignments. In this sense, the issue of improving the linguistic and didactic basis of the development of educational tasks in the teaching of medical terminology is extremely urgent. There is a need to critically study the content of questions, exercises and tasks, describe and classify them in terms of development and evaluation of speaking skills and competencies in the teaching of medical terminology in accordance with the state educational standards and national assessment criteria.

It is worth noting that philological scientists have contributed to the methodology of teaching medical terms in different periods as authors of programs and textbooks. Turdiyeva K., Hamrakulova M., Berezovskaya R., Mahkamovs are among them. Kondratev, M.N. Chernyavsky, based on the ideas of the purpose and content of medical terminology education, new in teaching medical terminology - abandoning excessive grammar, developing students' skills, instilling a foreign language and world spirituality into the student's thinking based on the dictionary and text, preparing the student for various speech situations, creative started the direction of educating thinkers. In this regard, the methodists of F.f.n. O.N. Polukhina "Terminoobrazovanie na baze greko-latinskikh terminoelementov v stomatologicheskoy terminolii. Na materiale frantskogo yazyka", F.f.n. Zagrekova E.N. It is worth noting the research work on the subject and Dolgushina L.V., Tatarenko T.D. The scientist has developed a technology for developing the skills of working on the most complex term, reading it, understanding it and, most importantly, creating complex terms in accordance with today's approaches to the education of the mother tongue and foreign languages, integrating it with the science of anatomy.

Later Russian pedagogues in our country, such as A.N. Leontev, J.A. Ponomarev, S.L. Rubenstein, made observations about educational tasks and their role and tasks in didactics. In particular, Leontiev characterizes the concept of "task" as follows: "A task is a goal set forward based on certain conditions."

Professor Jacques Richards, an Australian scientist, was specially engaged in methodical, psychological-pedagogical research of educational tasks in world pedagogy. It should be noted that western pedagogy focuses on practicality. The first pragmatic ideas were the American philosopher and pedagogue D. Dewey. Developed by Dewey. H. Nematov, who drew timely conclusions from foreign experiences, was the first to introduce the cognitive-pragmatic approach to the educational system of Uzbekistan in the early years of independence. This approach was not supported at the time. Therefore, the current teaching tasks in mother tongue education still do not give the expected results. Today's pedagogical, linguistic and didactic conditions require improvement of educational tasks on the basis of a cognitive-pragmatic approach, and B. Bloom's taxonomy should also be taken into account when developing questions, exercises and tasks.

In this sense, this dissertation serves to justify the pedagogical, psychological and linguo-methodical needs of improving the teaching tasks of the English language in higher medical education, to describe the concepts of questions, exercises and tasks based on a pragmatic approach, and to classify them from the point of view of their tasks, and to put them into practice.

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