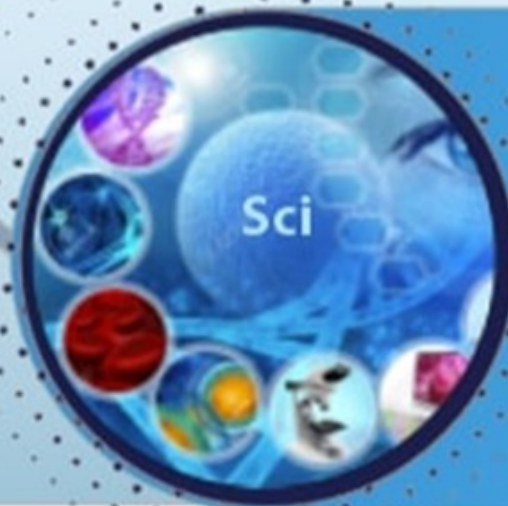




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Teaching English Medical Terminology for Medical Students Via Authentic Movies

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ABSTRACT

In the world theory and practice of teaching English, a careful selection of the content of teaching the language of specialty, which should satisfy the communicative needs of medical students in the field of their daily and professional activities, becomes especially in demand. In the context of the necessity to update the methods and technologies of modern education, professionally-oriented teaching of English in a medical university through the use of authentic film material is of particular relevance. This article is devoted to teaching English medical terminology through authentic fictional movies.

Keywords: medical terminology, English language, authentic movies, innovative teaching, interactive teaching

INTRODUCTION

In the modern world community, knowledge of foreign languages is an integral part of the professional competence of a future medical specialist. A special requirement for the level of formation of professionally oriented competence of students of medical universities, including practical skills and communication skills in the studied non-native/foreign language, determines the topicality of the problem of teaching the language of the specialty, the search for innovative solutions to improve the quality of training of a highly qualified physician. Medical term - a word or phrase used by specialists to refer to scientific concepts in the field of medicine and health care[1]. And the very concept of "medicine" is defined as a set of theoretical knowledge and practical techniques aimed at preventing and treating diseases[2]. The process of studying terms, at the present time, due to the ambiguity of expressions and the large amount of data, is quite laborious, especially when it comes to a foreign language. As rightly noted by Abdullaeva R.M. "Traditionally, medical concepts and terms are intro-

duced in the learning process through direct translation, which, however, does not give the expected results, since "neither the pragmatic nor the semantic aspects will be fully implemented"[3]. In our study, we made an attempt to find the most simplified and effective way in terms of perception and mastery of foreign medical terms.

LITERATURE REVIEW

A number of modern researchers have touched upon the topic of using feature films in teaching foreign languages. Thus, the works of Hurmuz O.V. are devoted to the study of the Russian language as a foreign language based on the use of feature films, Golushko A.P., Zybina O.I. and Permyakova E.K. focused on the teaching didactics in the work "Learning English by watching foreign films", Paranyak S.S. devoted the work to films as a means of learning "Feature films as a means of learning English" and the work of Nikolaeva N.A. is devoted to methodological support and modeling of professional speech "Learning English with the help of authentic films".

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Moreover, the researchers touched upon the main problems of the formation of a highly specialized lecturer of feature films focused on narrow specialties, including the work of Shevchenko A.P. dedicated to the speech of jurisprudence "Authentic films as an innovative form of learning a foreign language in the field of jurisprudence".

RESEARCH METHODOLOGY

In order to evaluate existing terms or create new ones, it is necessary to identify the conditions for special definitions. The criteria for evaluating the term were carefully studied by Soviet and foreign scientists. They identified several requirements that the term must meet: unambiguity, correspondence of the literal meaning of the term to its actual meaning, consistency (systematicity), brevity, derivation, linguistic correctness, etc [4].

Madazheva S.I. divides the messages of medical specialists into several levels.

- 1) scientific and theoretical level (monographs, scientific articles, reports at scientific conferences, dissertations);
- 2) methodological level (textbooks, methodological developments, educational literature, etc.)
- 3) documentary level (case history, prescription, instructions, etc.)
- 4) popular science level (articles in magazines, newspapers, speeches to patients) [5].

These sources listed above are informatively saturated to the highest degree. However, can we limit ourselves to them when looking for ways to study actual communicative situations in the target language in the roles of "doctor-patient", "doctor-doctor" Informative saturation in medical texts and reports excludes informally formalized medical communications and corresponding terms. But nevertheless, thanks to medical films, this problem can be solved.

ANALYSIS AND RESULTS

An analysis of the authentic TV show "House Doctor", which is a kind of communication of American culture in the field of medicine, revealed the widespread presence of the following linguistic phenomena:

Abbreviations

Despite the fact that abbreviations are found in all areas listed by Madzhaeva S.I., however, in real medical communication reflected in the series, they occupy a much stronger and more frequent position. Virtually any disease, symptom, procedure, or treatment tends to be abbreviated on a daily basis.

Take for example a procedure performed in almost every episode of the LP series - lumbar puncture. Despite the fact that in Russian the translation is longer in terms of the number of words in comparison with English "spinal tap", the equivalent of this abbreviation is completely absent. Proving our hypothesis that abbreviations are much more common for American medical speech.

SLANG

If, in comparing the four levels and ours, we touched on abbreviations as a phenomenon most often encountered in language situations reflected in the series, then the stylistic phenomenon of "slang" is rightfully the only "spoken language" of its kind that is not reflected in any scientific, documentary, methodological and scientifically popular levels. Accordingly, the only source for the study of slang in medical terminology is an authentic movie about medicine.

For example, in season 6, episode 9 of the series, the expression "Robotripping" was used - to stupefy yourself with medicines. Moreover, the word was dominant. That is, it served as the main diagnosis of solving a medical riddle:

"Robotripping." Lowers the IQ. It also causes brain damage. Unless taken with the proper amount of ethanol. About one drink per day. He wasn't abusing the booze and taking the cough remedy medicinally. He was abusing the cough meds, and taking the booze medicinally. Bravo.

The patient with elevated IQ artificially tried to suppress his intellectual abilities in order to remain on the same psychological level as his wife. He took cough syrup, the side effects of which are "stupefying" consciousness. Thus, he deliberately "dulled" his cognitive activities.

TRANSLATION FEATURES

On the material of the scenario text of the television series House Doctor, two main methods of translation were identified: dictionary and contextual.

Vocabulary translation is the activity of interpreting a text in a source language in order to create an equivalent text in the target language. Dictionary translation involves verbatim processing of data from one language to another, thereby not causing significant difficulties in interpretation. For example:

Your NCV test was normal. Rules out carpal tunnel. Nerve conduction is normal. Tunnel syndrome ruled out. Despite the fact that this abbreviation includes many meanings such as:

- ü no customs value;
- ü not commercially viable;
- ü nobel compassionate volunteer group;
- ü no commercial value;
- ü net calorific value;
- ü new century version;
- ü non-cited violation;
- ü no commercial value;
- ü

In one of the most complete and most popular automatic online dictionaries of Runet "Multitran" you can find the specialized medical meaning of the word, marked accordingly.

abbr., med.: Nerve Conduction Velocities

Thus, successful work with the dictionary was implemented. The unknown word was identified without aids.

At the same time, as noted above, in a real language (in our case, displayed in an authentic series), in contrast to scientific papers, textbooks, journals, reports, etc. medical subjects, there is also a contextual translation. Khakimova defines this phenomenon as follows: "Contextual translation is usually opposed to dictionary translation, since the correspondence of a word in the context may differ from dictionary ones. In contextual translation, the translated word is absent, and its content is conveyed using the changed context. Just as in the case of an approximate translation, in a contextual translation, the reality disappears, and a neutral substitute appears in its place" [6].

For example:

Go scope him

The dictionary gives the translation of the word scope as:

1. consider;
2. determine volume

However, according to the context in the episode, the doctor sees a patient who needs to conduct a visual examination of the esophageal mucosa. After that, the procedure is clearly shown to the viewer. Accordingly, contextually, the word scope changes its meaning, and this statement acquires the following meaning:

do a gastroscopy

In the works of M.A. Aryan, T.E. Vadeeva shows that the inclusion in the educational process of content focused on the social and humanitarian development of students, which has personal and socially significant markers, on the one hand, promotes the involvement of students in the process of mastering a foreign language, increases motivation for learning, on the other hand, serves as a means of development personal qualities and characteristics necessary for modern university gradu-

ates[7], contributes to the formation of the moral qualities of the individual[8]. As Bakieva G.Kh. rightly noted: "The use of video materials in the classroom can increase students' motivation for learning, as it can confront them with a wide range of situations that can help them understand similar situations in real life and learn how to apply them.[9]" From this it follows, it can be assumed that the content of artistic phantasms simulates a real life situation, thus the orientation to a professionally modified vocabulary is one of the main stimulating agents. From this, it can be assumed that the content of feature films simulates a real life situation, thus the orientation to a professionally modified vocabulary is one of the main stimulating agents.

CONCLUSION

Films have a value-semantic saturation that meets the requirements of learning a foreign language. Both in temporal and qualification criteria, lexicological richness is assimilated in the most favorable conditions. Students comprehend semantic attitudes and personal values through the visual presentation of data. Medical terminology is no longer a goal that is difficult to achieve, but rather a means of fulfilling professional duties and functioning in a working foreign language environment. The frequent repetition of the already mentioned words, phrases and constructions transfers them from the passive vocabulary to the active one. Modeling situations, visual accompaniment of procedures and treatment, feelings and emotions of the characters serve as a contributing factor in successful learning.

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Competing interests - No

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**TIBBIYOT TALABALARIGA INGLIZ TILIDA-
GI TIBBIY TERMINOLOGIYANI AUTENTIK
VIDEO MATERIALLAR ORQALI O'RGATISH**

ISRAILOVA ILONA

ABSTRAKT

Ingliz tilini o'qitishning jahon nazariyasi va amaliyotida tibbiyot talabalarining kundalik va kasbiy faoliyati sohasidagi kommunikativ ehtiyojlarini qondirishi kerak bo'lgan mutaxassislik tilini o'qitish mazmunini sinchkovlik bilan tanlash talab qilinadi. Zamonaviy ta'lim uslublari va texnologiyalarini yangilash zarurati sharoitida tibbiyot oliy o'quv yurtlarida ingliz tilini asl kinomateriallardan foydalangan holda kasbiy yo'naltirilgan holda o'qitish alohida ahamiyatga ega. Ushbu maqola asl badiiy autentik filmlar orqali ingliz tibbiyot terminologiyasini o'rgatishga bag'ishlangan.

Kalit so'zlari: tibbiy terminologiya, ingliz tili, autentik filmlar, innovatsion o'rganish, interaktiv o'rganish

**ОБУЧЕНИЕ АНГЛИЙСКОЙ
МЕДИЦИНСКОЙ ТЕРМИНОЛОГИИ ДЛЯ
СТУДЕНТОВ МЕДИЦИНСКИХ ВУЗОВ
ПОСРЕДСТВОМ АУТЕНТИЧНЫХ
ВИДЕОМАТЕРИАЛОВ**

ИСРАИЛОВА ИЛОНА

АБСТРАКТ

В мировой теории и практике обучения английскому языку становится особенно востребованным тщательный отбор содержания обучения языку специальности, которое должно удовлетворять коммуникативные потребности студентов-медиков в сфере их повседневной и профессиональной деятельности. В контексте потребности в обновлении методов и технологий современного образования особую актуальность приобретает профессионально-ориентированное обучение английскому языку в медицинском вузе посредством применения аутентичного материала кинофильмов. Данная статья посвящена обучению английской медицинской терминологии посредством аутентичных художественных фильмов.

Ключевые слова: медицинская терминология, английский язык, аутентичные фильмы, инновационное обучение, интерактивное обучение