

TEACHING FOREIGN VOCABULARY OF THE MEDICAL FIELD TO STUDENTS OF MEDICAL HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT--This article is written about the problem of teaching foreign vocabulary to medical higher educational institutions of students through the selection and systematization of the corpus of foreign language units. The following tasks are solved in the article as: to study and analyze the general state of teaching foreign language vocabulary in the medical field; identify and justify the selection criteria for foreign-language lexical units of the medical field; create a methodological classification of the corpus of foreign language vocabulary of the medical sphere; to select foreign language lexical units of the medical sphere and form a corpus of foreign language vocabulary of the medical sphere for training medical students of the 1st and 2nd courses on the basis of the English language; highlight the stages of the formation of the lexical skill in teaching medical students of the 1st and 2nd courses of foreign vocabulary of the medical field; to create a set of exercises for teaching medical students 1 and 2 courses in English vocabulary in the medical field; to test the methodology of teaching foreign vocabulary of the medical field of medical students and analyze its practical effectiveness. On the basis of the problem, a training methodology was developed, didactic foundations were determined, and conclusions.

Keywords-- foreign language vocabulary, medical institutions, foreign language units, vocabulary skills.

I. INTRODUCTION

The expansion of international cooperation in the economic, political, scientific, technical, cultural and educational fields requires a modern graduate of a higher educational institution to be proficient in a foreign language, which is reflected in the qualification characteristics of a specialist. One of the requirements for the level of training of a graduate in the direction of "Healthcare" is that a specialist in his professional activity should apply knowledge of a foreign language for professional communication (oral and written) and work with original literature in the specialty.

The objectives of a university course in a foreign language are determined by the communicative and cognitive needs of specialists. The purpose of the course is the acquisition by students of communicative competence, the

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level of which at the individual stages of language training allows you to use a foreign language practically in both professional (industrial and scientific) activities, and for the purpose of self-education. One of the ways students achieve communicative competence is the formation and improvement of language skills, which include the development of lexical skills.

II. METHODOLOGY

Proficiency in foreign vocabulary of the professional sphere ensures the specialist's ability to dialogue with others, the ability to comprehend and understand what unites him with a partner, allows him to convey his thoughts to the interlocutor, exchange information, and labor results.

It should be noted that in the theory and practice of teaching foreign language vocabulary in the medical field at a medical university there are a number of contradictions:

- between the need of modern society for the personality of a specialist capable of perceiving, assimilating and successfully using lexical knowledge and speech skills in the process of improving foreign language communication and an insufficiently developed theoretical basis
- the formation of the lexical skill when teaching foreign vocabulary of the medical field of medical students;
- between the need to create a clearly structured corpus of foreign language lexical units of the medical field that meets the needs of a future specialist, and the existing practice of teaching foreign language vocabulary in the professional field that does not take into account interdisciplinary connections;
- between modern requirements for improving the quality of teaching a foreign language as a means of professional communication and an insufficiently developed methodology for teaching foreign language vocabulary in the medical field;
- between the requirements of the program of a university course in teaching a foreign language for proficiency of a graduate - a specialist in a foreign language as a means of intercultural professional communication and the insufficient level of formation of foreign language skills necessary for professional communication in a foreign language, among graduates of a non-language (medical) university.

Taking into account the indicated contradictions and the results of the analysis of existing studies in the field of teaching foreign language vocabulary in the medical field, it can be assumed that currently there are a lack of studies in the methodology of teaching a foreign language in non-language higher education institutions that make it possible to scientifically substantiate the methodology for teaching foreign language vocabulary in the medical field, taking into account the specifics of training at a medical university. In this regard, the urgent problem of teaching foreign vocabulary of the medical field of medical students through the selection and systematization of the corpus of foreign language units.

The object of research is the process of teaching foreign vocabulary of the medical field of medical students.

The subject of the study is the methodology of teaching foreign language vocabulary in the medical field of first and second year medical students.

The purpose of the study is the theoretical justification and development of methods for teaching foreign vocabulary of the medical field of medical students.

In the process of researching the problem, the following hypothesis was put forward: teaching foreign language vocabulary to the medical field of medical students will be effective if: give a psychological and pedagogical justification for the selection of foreign language vocabulary in the medical field for the training of medical students; to develop criteria for the selection of foreign-language lexical units of the medical field for the training of medical students; on the basis of the developed selection criteria to create a methodological classification of the corpus of foreign language vocabulary of the medical field; Considering the methodological classification of the corpus of foreign language vocabulary of the medical sphere, to develop a set of exercises for teaching foreign vocabulary of the medical sphere, aimed at the formation of the lexical skill of medical students.

The stated goal, object, subject and hypothesis of the study necessitated the solution of the following tasks:

- to study and analyze the general state of teaching foreign language vocabulary in the medical field;
- identify and justify the selection criteria for foreign-language lexical units of the medical field;
- create a methodological classification of the corpus of foreign language vocabulary of the medical sphere;
- to select foreign language lexical units of the medical sphere and form a corpus of foreign language vocabulary of the medical sphere for training medical students of the 1st and 2nd courses on the basis of the English language;
- highlight the stages of the formation of the lexical skill in teaching medical students of the 1st and 2nd courses of foreign vocabulary of the medical field;
- to create a set of exercises for teaching medical students 1 and 2 courses in English vocabulary in the medical field;
- to test the methodology of teaching foreign vocabulary of the medical field of medical students and analyze its practical effectiveness.

The following research methods were used to solve the tasks and test the hypothesis: theoretical analysis of psychological, pedagogical, linguistic and methodical literature on the research problem; analysis of the teaching activities of teachers of foreign languages; written and oral survey forms (interviews, questionnaires, testing); pedagogical observation and generalization of personal pedagogical experience; experienced study in student groups; methods of mathematical and statistical processing of experimental data obtained during the study.

III. LITERATURE REVIEW

The theoretical basis of the study are: the concept of a systematic approach (B.F. Lomov [11], V.P. Bepalko [4], M.V. Andryunina [1] etc.); theory of activity in general psychology (L.S. Vygotsky [25], A.N. Leontyev [10], S.L. Rubinstein [18]); theory of speech and foreign language speech activity (N.I. Zhinkin [27], I.A. Zimnyaya [28], Zh. Zhalolov [26], S. Shirmatov [19], U.K. Tolipov [23] and others); theory of perception, comprehension and understanding in psychology and psycholinguistics (A.A. Smirnov [21], A.R. Luria [12], A.I. Novikov [15], Yu.A. Sorokin [22], K.A. Mitrofanova [14], etc.); the concept of a personal-activity approach in training and education, the concept of a communicative approach to teaching a foreign language (I.E. Passov [16], L.V. Skalkin [20]); the concept of a cognitive approach to teaching a foreign language (T.K. Cvetkova [7], V.A. Artemov [2], R.K. Minyar-Beloruchev [13]); theoretical foundations of teaching foreign language vocabulary (V.A. Bukhbinder [6], Yu.N. Gnatkevich [8], I.V. Rakhmanov [17], etc.); theory of exercises (I.L. Bim [5], E.G. Babaskina [3], G.A. Kitajgorodskaja [9], E.N. Voronova [24]).

IV. THEORY AND DISCUSSION

At present, modern society requires graduates of medical schools to be able to communicate based on the subject matter of professional activity in a foreign language, which implies knowledge of the foreign vocabulary of the medical field.

In order to effectively teach a foreign language at universities of non-linguistic specialties, an approximate program of the discipline of teaching foreign languages (at universities of non-linguistic specialties) and an approximate program of the discipline "Foreign Language" were developed, which meet the requirements of state educational standards of higher professional education in the field of "Health". According to an exemplary program of teaching foreign languages, training for students of a non-linguistic university is carried out according to the new system of teaching a foreign language, which is divided into three stages. Of particular interest to us is Stage I, since it includes compulsory instruction in the amount of about 200 hours of classroom instruction, each hour of classroom class corresponds to the same amount of time for an extracurricular individual independent preparation of a student for classes. At the first stage of training, the volume of lexical material should be 1800 - 2000 units, of which 1000 units are productive (the subject of didactic materials for training at this stage: everyday life, country studies, popular science, scientific, business)

Foreign language training in medical schools is based on work programs drawn up in accordance with the above sample discipline programs and state educational standards.

We examined the available work programs of various universities in the country in the field of "Pediatrics", "Dentistry", "Biology", "Physical Culture and Sports". These programs were studied for requirements on the quantity and nature of the lexical minimum that students should master.

The work program involves the separation of a foreign language course in two stages. At the first stage, the lexical minimum is determined by a set of 1000 lexical units, which includes 300 - 350 lexical units learned at school, 250 - 300 productively learned units of the most general medical vocabulary, which coincides with the study of the subject of normal anatomy, biology, histology, Latin and 400 lexical units learned receptively. The lexical minimum required for active assimilation at this stage is 600 lexical units. The second stage of training involves the correction and development of lexical skills (the volume of the lexical minimum of 1500 - 2000 lexical units of which 800 lexical units is productive). The subject of didactic materials for teaching various types of speech activity is defined as everyday life, country studies, socio-political, professionally oriented, general medical and medical research.

The analysis of work programs for the lexical minimum and the nature of lexical units showed that the amount of the required supply of lexical units varies from 2000 to 4000 lexical units. The nature of the lexical material is defined as the basic vocabulary of a common language, general scientific vocabulary and special terminology. Based on the work programs of the discipline "Foreign Language", the student, upon graduation, must actively speak a foreign language as a means of forming and formulating thoughts in socially determined and professionally oriented areas of communication.

Foreign language lexical units were selected on the following topics, which are studied in the framework of the program for teaching foreign languages to students of medical specialties in 1 - 2 courses.

In our list of criteria, under the criterion of the functionality of lexical units, we mean the totality of the main linguistic characteristics of lexical units, namely compatibility, semantic value, stylistic neutrality, drill power, word-formation value and ambiguity. It seems to us possible to combine these linguistic characteristics of lexical units in one criterion, since they are closely related to each other and constantly overlap when selecting specific lexical units. Only the combination of all these criteria into one linguistic criterion of functionality allows us to talk about the integrity and indecomposability of the criterion, which is one of the most important characteristic features of any criterion for the selection of lexical units.

The integration criterion assumes that the selection of lexical units is based on the membership of foreign language lexical units in different specialized educational disciplines. This aspect contributes to the formation of systemic knowledge through the establishment of interdisciplinary ties, which are the most important basis in the system of higher medical education. Considering the training of students of medical specialties in 1 and 2 courses, within the framework of the integration criterion, we can talk about the correlation of the terminological vocabulary of the Russian language, which students use in classes in such disciplines as "Human Anatomy", "Normal Physiology", "General and Bioorganic Chemistry" and others, with the appropriate terminological vocabulary of a foreign language. The application of this criterion will facilitate the selection of those lexical units of a terminological nature in a foreign language, the Russian and Uzbek equivalents of which are constantly used by students in their professional educational field of communication.

We consider it possible to single out, as a criterion for the selection of lexical units, a criterion for interlingual connections. By this criterion we understand that in graphical form the lexical units of the English language will be similar to the lexical units of the Latin language. It should be noted that English and Latin are not considered as the first foreign language and the second foreign language, but as equivalent disciplines that are taught simultaneously at the 1st and 2nd courses of study for students of medical specialties. Due to the fact that many English medical terms are of Latin origin, a comparison of lexical units in two languages can have a positive impact not only in terms of mastering the medical vocabulary of the English language, but also contribute to a better understanding of Latin medical terms.

The criterion for accounting for the professional sphere of communication seems to us one of the most significant, since the goal of teaching a foreign language at a university is to achieve students' communicative competence. Recently, the word "communication" is increasingly used in the meaning of - communication with the help of language. In this regard, they talk about the communicative method, about the communicative orientation as the principle of teaching foreign languages.

When selecting lexical material for the purpose of teaching communication, one should take into account certain situations of professional communication in this case in the medical field. This criterion provides for the consideration of foreign language lexical units from the point of view of the speech work in the framework of a communicative act in the professional (medical) sphere of communication.

Thus, we have identified six selection criteria for foreign-language lexical units of the medical field. The selected criteria for the selection of foreign-language lexical units will be the basis for highlighting the corpus of English-language lexical units of the medical field for the training of medical students. The buildup of the lexical stock is largely individual, however, it is always necessary to highlight the main lexical minimum. Individual corps of lexical units may differ from each other, but with proper organization of training a certain core will be common.

Therefore, our next task is to compile a certain English-language lexical minimum of the medical field, which students of medical specialties 1 and 2 courses must learn.

Exercises, based on the active nature of teaching foreign languages, act as a form of communication of language material and the implementation of the objectives of the training. In other words, exercises are not only a means of mastering linguistic material, but also a means of mastering various types of speech activity.

When creating a set of exercises, we used the following principles.

1) The principle of development of the cognitive sphere of students. According to this principle, exercises should be aimed not only at improving vocabulary skills in operating vocabulary, but also at developing the thinking, memory, attention, and creative abilities of students. In accordance with this principle, exercises give preference to training vocabulary, which has a certain cognitive status for the student. It also takes into account the features of the presentation of information, the ability of students to carry out cognitive processes (narration, description, argumentation).

2) The principle of taking into account the stages of the formation of the lexical skill when teaching English vocabulary in the medical field. This principle provides for the construction of a set of exercises for teaching the English vocabulary of the medical sphere according to the stages of the formation of the lexical skill that we have proposed. In exercises, perception, recognition, comparison is trained (i.e., operations on sound exchange analysis); understanding, contextual conjecture, speculation, transformation (i.e., operations of understanding); a combination of lexical units among themselves, the grammatical design of a word, its inclusion in a speech sample, and then in a minimal utterance.

3) The principle of the complexity of teaching English vocabulary in the medical field. It is impossible to teach students a foreign language, paying attention only to the lexical side of speech. Certain grammatical structures must be filled with vocabulary in order to give the statement logical and semantic completeness. In the exercises should be trained as vocabulary to be learned, and grammatical structures, most often used in situations of professional communication.

4) The principle of accounting for the methodological classification of the corpus of English language vocabulary in the medical field. The creation of a set of exercises for teaching English vocabulary suggests that a certain systematic body of lexical units will form the basis of this complex. In our work, the English-language vocabulary of the medical sphere was systematized in a methodological classification. Therefore, our proposed methodological classification of the corpus of foreign language vocabulary of the medical field will become the basis for creating a set of exercises.

5) The principle of continuity and sequence of exercises. This principle is reflected in the interaction of exercises on the content, method of implementation and the degree of complexity of mental and speech-cognitive operations and the actions underlying them.

The principles we have proposed are necessary to create a set of exercises that will meet the requirement of systematicity.

At the first stage of creating the structure of a set of exercises for teaching English vocabulary in the medical field, it seems to us possible to distinguish lexically directed and lexically contextual exercises. The essence of lexically directed exercises used to consolidate the semantics of English words is to train their use, focusing students on their choice. To do this, the exercise must be presented non-linguistic content. Extralinguistic content

of exercises can be expressed in different ways. Firstly, with the help of a native or foreign language, partially (restoration of words missed in a sentence of a foreign language) or in full (translation, paraphrasing). Such exercises are characterized by an abstractness of the subject matter, a weak connection with the specific circumstances of students' life or its complete absence.

V. EXPERIMENTAL WORK

In carrying out the study, we were guided by the desire to contribute to the solution of the important and urgent problem of teaching medical students with foreign language vocabulary through the formation of their lexical skill. The developed methodology is based on the position that teaching foreign language vocabulary of the medical field of medical students should be based on a set of exercises created on the basis of a selected and classified corpus of foreign language lexical units of the medical sphere.

When teaching foreign vocabulary of the medical field of medical students, the following should be considered:

- a) the psychological characteristics of mastering foreign vocabulary of medical students;
- b) the need for selection and systematization of foreign-language lexical units of the medical field in a specific building;
- c) the stages of the formation of the lexical skill in teaching medical students' foreign vocabulary of the professional sphere.

Teaching foreign vocabulary to the medical field of medical students can be successful when using a set of exercises developed on the basis of the methodology for teaching foreign vocabulary to the medical field of medical students.

VI. CONCLUSION

The solution of the goals and objectives allowed to confirm the hypothesis and obtain the following results:

1) The general state of teaching foreign language vocabulary of the medical field was studied and analyzed, the problems that impeded the formation of the lexical skill in teaching foreign language vocabulary of the medical field to medical students were identified.

2) The psychological foundations of mastering foreign language vocabulary were studied and the characteristics of the assimilation and consolidation of foreign language lexical medical field were determined.

3) Six criteria for the selection of foreign-language lexical units of the medical sphere were identified and justified: the frequency criterion, thematic criterion, the criterion of the functionality of lexical units, the integration criterion, the criterion for inter-lingual connections, the criterion for taking into account the professional sphere of communication.

4) For the first time, a methodological classification of the corpus of foreign language lexical units of the medical field was created, which was based on the following main characteristics of foreign language lexical units of the medical sphere: thematic, semantic, morphological, difficulty / ease of assimilation. The necessity of using this methodological classification for teaching foreign vocabulary of the medical field of medical students is substantiated.

5) A corpus of English-language lexical units of the medical field was selected and systematized for the training of medical students of 1 and 2 courses.

6) Seven stages of the formation of the lexical skill in teaching first-year and second-year students of the English vocabulary of the medical field were identified and substantiated: the stage of presentation of the thematic block of lexical units; the stage of recognition of lexical units; stage of comparison of lexical units in English, Latin and Russian; the stage of understanding lexical units; the stage of memorizing lexical units; the stage of combining new lexical units with each other and with already known lexical units; the stage of using lexical units for the implementation of communicative tasks.

7) The structure of the complex of exercises is proposed, on the basis of which the complex of exercises is directly created for teaching students of 1 and 2 courses in the English language of the medical field. The set of exercises includes a textbook (for classroom studies) and a workbook (for independent work) "English for medical students."

8) The proposed methodology of teaching foreign language vocabulary of the medical field of medical students has been tested. In experimental training, its effectiveness has been proved, evidence has been obtained that the use of this technique contributes to the formation of the lexical skill of medical students 1 and 2 courses.

This study does not exhaust the problems of teaching medical vocabulary of foreign language to medical students. Research in this direction can be associated with a deeper study of the mechanisms of integration of a foreign language and specialized disciplines, the levels of functioning of foreign language lexical material in the interconnected teaching of types of speech activity in different situations and forms of intercultural professional communication.

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