



**DEVELOPMENT OF THE SKILLS OF WORKING WITH
MEDICAL TERMS IN THE RUSSIAN LANGUAGE COURSE OF
MEDICAL UNIVERSITY STUDENTS**

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Annotation: *This thesis studies the use of Russian medical terms in medicine and their linguopragmatic significance. It analyzes the importance of medical terminology in modern medicine, how Russian medical terms are used in medical practice, and what functions they perform from a linguopragmatic point of view. The role of medical terms in facilitating clear and effective communication, as well as their importance in scientific and practical medicine, and their role in international medical relations are considered. It also reflects the specific features of Russian medical terms and their role in communication between specialists and patients.*

Keywords: *linguodidactics, Russian medical terms, linguopragmatics, medical terminology, communication, scientific medicine, practical medicine, international medical relations.*

Teaching Russian as a foreign language has long stood out as a special discipline with unique scientific experience in methodology, practice, theory. Currently, the development of a functional-communicative linguodidactic model of Russian as a foreign language as a basis for practical courses is one of the promising areas of modern science. At the present stage of social development, the quality and level of mastering a foreign language are determined primarily by individual efficiency, individual ability for variability and mobility, which requires not only memorization, but also systematic preparation in the perception and development of new knowledge. Materials based on an adequate selection of educational literature, reflecting modern trends in the development of foreign language teaching



methodologies, do not reduce the restructuring of the process of interaction between the student and the teacher.

The organizational side of the Russian language lesson as a foreign language is represented by the implementation of three main goals: teaching, developing, educating. It is carried out through the skills of speaking, listening, reading and writing. In parallel, language material is taught: phonetics, vocabulary and grammar. A language, like any other complex mechanism, can be studied from two positions: how it works and how to use it in practice. One lesson does not include all of these stages. The choice of one or another educational material depends on the type of lesson (formation of initial language skills; improvement of language skills; systematization of language skills; testing and evaluation of acquired knowledge and skills), group level, number of hours. At the initial stage, the author's goal is to form a potential vocabulary for students, since its lack makes it difficult for students to understand texts in their specialty. This goal is implemented in pre-text tasks, which help to overcome language difficulties in the process of reading, understanding and reproducing the text. All pre-text tasks are designed to cover as many sections of the modern Russian language as possible using new vocabulary materials - lexicology, phonetics, morphology, word formation, etc. Thus, at the beginning, all new vocabulary on this topic is given with translation into English. The translation is not given by chance, since all students of this course receive education in English. After getting acquainted with the new vocabulary, tasks are offered to be performed together with the teacher. Such tasks allow students to focus on new lexical material, familiarize students with the etymology of the word, consider the connection with related words. For example, the student is asked to identify some morphological features of the word, determine the morphemic composition of the lexeme, construct a word-forming paradigm, etc. This variety of pre-text tasks helps students not only master new vocabulary, but also add them to their active vocabulary. It also repeats grammatical rules based on the new vocabulary. This material is not intended for independent work, it requires knowledge of the history of the language, therefore it is introduced under the supervision of a teacher.



Below are several practice exercises:

1. Form adjectives from these nouns using suffixes

-ov- / -ev-

-n-

brain

speech

ground

food

nose

mouth

pelvis

neuron

head

back

system

skull

liquid

oxygen

2. Combine words with the same root.

Blood – ...

Rhythm – ...

Help – ...

Organ – ...

Protection – ...

Nerve – ...

3. Make nouns from verbs and form phrases.

Mark → ...

Flow → ...

Back → ...

Satisfy → ...



Do → ...

To settle → (+ g) ...

4. Read the words, make possible phrases from them.

cell

atrium

veins

organ

Department

limbs

brain

scion

upper

nervous

chest

hollow

head

straight

waist

After consolidating new vocabulary, work begins with a text on the specialty.

During the first reading, as a rule, it is not necessary to pay attention to each word, the student must “understand” the general meaning of the text, therefore, first he listens to the teacher or reads the text in full himself. After the initial acquaintance with the text, the teacher asks leading questions about what he has read, allowing him to determine the student’s level of readiness for the next stages of the lesson - interpreting sentences and performing exercises. After reading individual paragraphs, “listening (reading) is carried out in phrases and is accompanied by commentary, translation, interpretation.” The tasks following the text are divided into two groups. The first group of tasks focuses students’ attention on the content of the text and is aimed at checking the accuracy of the information:

1. Read the sentences and correct the errors:



- 1) The skeletal system consists of ... (muscles, bones, organs).
 - 2) Leukocytes perform the function of ... (protection, gas exchange, coagulation).
 - 3) The cerebellum is responsible for ... (hearing, vision, posture).
 - 4) ... (femur, forearm, sternum) is a tubular bone.
 - 5) A person has ... (400, 300, 200) muscles.
 - 6) The respiratory system consists of ... (mouth, nose, esophagus).
2. Insert the appropriate verbs.

The nervous system ... is the work of all organs. The nervous system ... is the central and peripheral nervous system.

The central nervous system ... consists of the brain and spinal cord.

The brain ... is responsible for all the activities of our body and ... for the processes of thinking, memory, emotion and speech.

The brain of an adult weighs ... 1 kilogram 400 grams and contains more than 14 (fourteen) billion nerve cells. The brain ... consists of two parts: the brain stem and the cerebrum.

3. Find the error in the sentence and write the correct one. 1) The free upper leg consists of the bones of the forearm, wrist and hand.

2) The spinal cord is divided into sections: cervical, thoracic, vertebral, sacral, coccygeal.

3) The free lower leg includes the tibia and wrist.

4) The hand includes the wrist, metatarsus and phalanges of the fingers.

5) The foot includes the tarsus, metacarpus and phalanx bones.

In the process of completing tasks of this type, the student is forced to refer to the texts several times, which helps to involuntarily memorize the language material. The tasks of the second group prepare students to reproduce the text, compose a monological statement prepared using a diagram, plan.

1. Create a text outline in the correct order:

1) Size and weight of the spinal cord.

2) Functions of the brain.



- 3) Parts of the brain.
- 4) Structure of a neuron.
- 5) Functions of the spinal cord.
- 6) Weight of the brain.
- 7) Structure of the spinal cord.
- 8) Structure of the human nervous system.
- 9) Functions of each part of the brain.
- 10) Structure of the peripheral nervous system.

The developmental goal involves the use of Russian as a foreign language in lessons to develop speech not only in the medical specialty, but also to expand vocabulary, to accumulate knowledge about the country of the language being studied. For example, actively used tasks: composing a text based on pictures, telling about the holidays depicted in the pictures, translating the text into Russian, determining which word is superfluous in a line, etc.

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