

**PRINCIPLES OF SELECTION OF LEXICAL MATERIAL IN TEACHING
COMMUNICATIVE SPEECH TO MEDICAL STUDENTS**

Matveeva Irina Aleksandrovna
Andijan State Medical Institute
Andijan, the Republic of Uzbekistan

Abstract

Considerable attention is paid to developing the lexical aspect of speech. By focusing on vocabulary, students develop their communication skills, which are critical for successful communication in a foreign language. The selection of vocabulary should be carefully considered and based on the actual needs of medical students in their future professional activities, the logical structure of this field, the classification of its sections and their interrelationships.

Key Words

English for Medical Purposes, selection of vocabulary, foundation of communication, vocabulary minimums, a complex macroterm system, complex words, specific nature of vocabulary.

Introduction

Success in learning English for Specific Purposes depends on the ability to adapt teaching methods to students' needs and provide them with the necessary support in mastering specific vocabulary and complex texts. According to L. Zh. Zhalilova, "vocabulary conveys the immediate subject of thought by virtue of its nominative function, as it permeates all spheres of life, helping to reflect not only reality but also the imaginary. In the living act of speech, lexical and grammatical elements are inseparable: grammar organizes vocabulary, resulting in the formation of units of meaning – the basis of all speech activity." Therefore, considerable attention is paid to developing the lexical aspect of speech. Vocabulary allows us to identify and name phenomena, objects, and actions, which is the basis for constructing meaning. Vocabulary not only reflects reality but also helps convey impressions, emotions and imaginary situations, thereby enriching communication. By focusing on vocabulary, students develop their communication skills, which are critical for successful communication in a foreign language.

Methodology. L.R. Sakaeva states that vocabulary in the context of foreign language learning proves to be the set of words, expressions and phrases used to denote various objects, phenomena, actions, and states in language. Vocabulary serves as the foundation of communication and is an integral component of the speech process, ensuring the accuracy and completeness of thought transmission. In foreign language learning special attention is paid not only to memorizing words but also to their correct use in context.

N.G. Pirogova believes that one of the key goals of teaching English as a foreign language is developing students' vocabulary. This involves not only learning new words but also understanding their use in various contexts. She believes the following key aspects should be considered: regularly expanding vocabulary through thematic groups of words and phrases that match students' interests and needs; studying words in the context of sentences and texts, which helps them better to remember their meaning and application; and regularly repeating words and expressions to reinforce their memory. It is also important to select materials that align with the curriculum and contain the necessary grammatical and lexical structures.

Vocabulary training is an important component of foreign language learning for medical students. In this context, the goal is not only to master basic vocabulary but also to develop the specific medical vocabulary that medical professionals will need to perform their professional tasks. The term "field of needs," coined by D.M. Isroilova, reflects the set of foreign language knowledge, skills, and abilities that are "tools" for performing professional tasks and recognizes the need to learn General English (GE), as well as English for Occupational Purposes (EOP).

English for Medical Purposes (EMP) is a set of foreign language skills and knowledge necessary for successful communication in various forms for professional medical purposes, based on a strong knowledge of general English (English for General Purposes, EGP). It is a specialized form of English language training focused on the needs of healthcare professionals. The ability to communicate with patients, colleagues and other specialists requires mastery of both oral and written communication. Compared to the Practical English component, the English in Medicine course requires knowledge of terminology related to various fields of medicine.

Selecting vocabulary is an important and complex stage in language teaching. It is essential to consider the students' level of linguistic competence, their age, interests and language learning goals. Foreign language instruction at a university should be aimed at developing the skills and abilities necessary for students' future professional activities.

The selection of vocabulary for teaching has been the subject of the works of many 20th-century methodologists, including I.V. Rakhmanov, I.M. Berman, V.A. Bukhbinder, R.G. Piotrovsky as well as the work of our contemporaries and compatriots: N.D. Galskova, I.N. Moroz, S.V. Belous, T.M. Panova, K.A. Mitrofanova, D.M. Isroilova, F.T. Kaipbergenova, F.S. Abdullaeva.

The problem of selecting language material when teaching a foreign language to students of non-linguistic specialties was the subject of the works of R.G. Piotrovsky, I.N. Moroz, B.A. Lapidus.

N.I. Gez analyzed the principles of vocabulary selection during foreign language learning and identified the main stages of vocabulary development. In her opinion, the key stages are: familiarization with new material (including semantization), initial consolidation as well as the development of skills and abilities in using vocabulary in various forms of oral and written communication. Furthermore, N.I. Gez noted that vocabulary selection requires addressing two key issues: a) defining units and principles of selection; b) establishing procedures and sources for selection. Vocabulary development is a complex process, with each stage playing its own role. The initial stage focuses on developing a productive vocabulary, which is crucial for successful communication. Eliminating independent reading of texts containing new words at the initial stage helps to avoid errors and incorrect vocabulary acquisition. The teacher, acting as a guide, helps students to establish connections between new words and their meanings through visual aids and contextual cues. This promotes deeper understanding and memorization of words. Reinforcing vocabulary orally is also critically important, as it helps students learn to use new words in speech, a key aspect of productive language proficiency. Later, when students confidently use new vocabulary orally, they can move on to more complex tasks, such as written exercises and reading texts. N.I. Gez concludes that a consistent and methodical approach to vocabulary teaching promotes more effective language acquisition and the development of students' communication skills.

K.A. Mitrofanova described the specifics of selecting vocabulary material for teaching medical students, noting that vocabulary minimums play an important role in language learning. They serve as a guide for teachers when planning lessons and selecting materials, allowing for a more effective organization of the learning process. For students, having a clear list of essential words and expressions helps them understand what exactly needs to be learned at each stage,

allows them to better organize and structure their knowledge, and motivates them to achieve specific goals. K.A. Mitrofanova asserts that the main criteria in the lexical unit selection procedure are frequency and thematic criteria. Auxiliary criteria, respectively, include the lexical unit functionality criterion, the integration criterion and the similarity criterion of lexical units in English and Latin. In K.A. Mitrofanova's work, it was noted that generally accepted criteria were refined and specified for the selection of lexical units for first- and second-year medical students, a lexical corpus was created. The total number of lexical units was 1,600, of which 800 were common, general scientific and general technical vocabulary, the other half were general medical terms.

According to J. Cummins and E.M. Li-Fan, identifying a minimum vocabulary in English is indeed a complex task. The English language is constantly evolving, with new words appearing, existing lexical units changing their meanings, obsolete terms disappearing. This creates the need to continually update teaching materials. Many words have multiple meanings, which can change depending on the context. This requires students to be able to recognize and use words correctly in various situations. Different dialects and variations of English may have their own specific lexical units, making standardizing a minimum vocabulary difficult. Effective selection of a minimum vocabulary requires a deep understanding of the specific learning environment and the needs of the target audience, as well as current trends in the language.

E.M. Zinovieva argues that medical terminology is a complex macroterm system comprising numerous subsystems and subdivides it as follows:

1. The anatomical and histological subsystem includes terms describing the structure of the human body, its organs and tissues. This is the basis for understanding anatomy and physiology, which is important for diagnosis and treatment.

2. The clinical subsystem encompasses a wide range of terms related to diseases, their symptoms, diagnostic methods and treatments. This subsystem helps physicians accurately describe clinical conditions and select appropriate interventions.

3. Pharmaceutical terminology includes drug names, their forms and routes of administration. Knowledge of this terminology is necessary for the correct prescription and use of medications.

These subsystems are interconnected and form the basis for professional communication in the medical community, which is especially important in the context of globalization and international cooperation in healthcare.

Results. Similar to the classification of medical terms in Russian studied by international students and described by E.M. Zinovieva, medical terms in English can be divided into several main groups based on their linguistic origin. These groups help students to understand the meaning of medical terms and overcome learning difficulties, which is especially important for medical students and practicing physicians.

1. Latin terms: many medical terms come from Latin. For example, "*cardiology*" and "*pulmonology*". But there are also particularly difficult to understand and remember due to their complexity: *hippocampus* - a brain structure associated with memory and learning; *pneumonoultramicroscopicsilicovolcanoconiosis* - a lung disease caused by inhaling very small particles of silicon; *cholecystectomy* - surgical removal of the gallbladder; *hemoglobinopathy* - a group of diseases associated with hemoglobin abnormalities; *nephrolithiasis* - the formation of kidney stones; *osteosarcoma* - a malignant tumor of bone tissue; *dermatofibrosarcoma* - a rare form of skin cancer; *thrombocytopenia* - a decrease in the level of platelets in the blood, etc. In addition, the formation of the plural of nouns of Latin origin also presents certain difficulties due to the variety of affixations: *cortex* - *cortices*, *bacterium* - *bacteria*, *diagnosis* - *diagnoses*, *nucleus* - *nuclei*, *virus* - *viruses*, *ovum* - *ova*.

2. Greek terms: A significant number of medical terms have Greek roots. We provide examples of the formation of plurals of nouns of Greek origin in medical terms in English, including some difficult cases: *crisis-crises, diagnosis-diagnoses, thesis-theses, hypothesis-hypotheses, oligodendrocyte-oligodendrocytes, apex-apices, syndrome-syndromes, nucleus-nuclei, phenomenon-phenomena.*

3. English terms: Some terms are native English or have been adapted from other languages. We provide several examples of medical terms that have native English origins: *heart, liver, kidney, bone, skin, nerve, wound, cough, etc.* Such terms are used in medical practice and have deep roots in the English language. Some of them present significant difficulties for pronunciation and require mandatory verification with a dictionary: *blood [blad], stomach ['stamək], knee [ni:], limb [lm], palm [pa:m], doubt [daut], etc.*

4. Modern loanwords: in recent decades words from other languages and cultures have entered medical terminology, particularly in the fields of alternative medicine and new technologies. Here are some examples of modern English loanwords that have entered medical terminology, particularly in the fields of alternative medicine and new technologies:

Borrowed terms	Meanings
qi (Chi)	The concept of vital energy in traditional Chinese medicine
ayurveda	An ancient Indian system of medicine based on the balance between body, mind, and spirit
reiki	A Japanese practice of energy-based healing
acupuncture	Acupuncture, a method of treatment using acupuncture originating in China
kundalini	The concept of energy in yoga and Eastern medicine
holistic	A term denoting a holistic approach to healing, often borrowed from various cultures
biofeedback	A method that allows for the control of physiological functions through feedback from biological systems
naturopathy	Naturopathy, a system of treatment based on the use of natural remedies

These terms reflect the growing interest in alternative medicine and new approaches to healthcare, presenting certain semantic challenges for students.

5. Complex terms: many medical terms are formed by combining roots, prefixes, and suffixes from Latin or Greek, for example:

Complex English Medical Terms	Origin	Meanings
Osteoporosis	from the Greek "osteon" (bone) and Latin "porosus" (porous);	a disease characterized by decreased bone density
Cardiomyopathy	from the Greek "cardia" (heart), "mys" (muscle), and "pathos" (disease);	a group of diseases of the heart muscle
Dermatology	from the Greek "derma" (skin) and "logos" (learning);	the study of the skin and its diseases
Gastroenteritis	from the Greek "gaster" (stomach), "enteron" (intestine), and Latin "itis" (inflammation);	inflammation of the stomach and intestines

Hypertension	from the Greek "hyper" (higher, excessive) and Latin "tensio" (tension);	high blood pressure
Neurotransmitter	from the Greek "neuron" (nerve) and Latin "transmittere" (to transmit);	a chemical substance that transmits signals between nerve cells
<i>Endocrinology</i>	from the Greek "endon" (inside), "krinein" (to secrete), and "logos" (learning);	the study of hormones and the endocrine system

These terms demonstrate how complex words can be formed by combining various linguistic elements to accurately describe medical concepts, which also presents challenges in learning medical terms in English. Therefore, when developing a minimal vocabulary, it is necessary to consider the full diversity of medical utilitarian vocabulary to overcome these difficulties and assimilate the thesaurus.

Discussion. According to K.A. Mitrofanova, the selection of vocabulary when teaching communicative speech at non-linguistic universities is crucial for understanding specialized medical literature and successfully conducting professional conversations. The selection of a minimum vocabulary should consider not only commonly used vocabulary but also specialized terms that will enable students to understand and communicate in their professional field.

This principle of selecting a minimum vocabulary is key to creating an effective teaching system. The thematic principle helps focus on the specifics of the professional field, and the principle of terminological significance ensures the inclusion of the most important terms.

According to the scientist, frequency and word-formation value also play an important role, as they determine the use of terms and their potential for forming other words and expressions. Mastering basic word-formation models—the principle of modeling—facilitates students' understanding of the semantic fields of new terms and phrases. This is important so that students can independently expand their vocabulary and successfully apply it in practice.

Conclusion. Vocabulary serves as the foundation of communication and is an integral component of the speech process, ensuring the accuracy and completeness of the conveyance of thoughts. When learning a foreign language, special attention is paid not only to memorizing words but also to their correct use in context.

Lexical material can be classified according to various criteria:

1. By meaning:

Basic lexical material (words with basic meanings used in everyday life, such as nouns, verbs and adjectives).

Specialized lexical material (terms and expressions characteristic of a particular field of knowledge or profession, such as medical, technical or legal vocabulary).

2. By parts of speech: nouns, verbs, adjectives, adverbs, etc., each of which performs a specific function in the language and has its own learning characteristics.

3. By difficulty:

Simple vocabulary—words that require little effort to understand and use, such as basic words for describing everyday phenomena.

Complex vocabulary—words with multiple meanings, phraseological units, set expressions, and idioms that require deeper understanding and contextual use.

4. By origin:

Traditional vocabulary—words that have been part of the language for a long time and are used widely.

Borrowed vocabulary—words that have come from other languages and are frequently used in scientific, professional, and technical fields.

5. By area of use:

General vocabulary—words used in all areas of life.

Specialized vocabulary—terms used in specific fields, such as medicine, law, and economics.

Given these principles, the selection of vocabulary should be carefully considered and based on the actual needs of medical students in their future professional activities, the logical structure of this field, the classification of its sections and their interrelationships. The specific nature of vocabulary in teaching communicative speech to medical students requires a comprehensive approach focused on professional needs and real-life situations in the field of medicine.

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