



TEACHING MEDICAL TERMINOLOGY IN COLLEGES: FEATURES AND APPROACHES

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Abstract. Teaching medical terminology in colleges plays a key role in the training of future medical professionals. Successful mastery of this discipline allows students not only to understand professional literature, but also to communicate effectively in the work environment. Group of students experimented special environment for to provide first aid in the classroom. This article discusses the features of teaching medical terminology and effective approaches to achieving student understanding.

Keywords: Medical Terminology, Interactive Teaching Methods, Visualization, Anatomy Terms.

INTRODUCTION

Medical terminology is the basis of professional communication in medicine. It allows for standardization of descriptions of diseases, procedures, and anatomical structures, ensuring accuracy and comprehensibility for specialists around the world. Students studying medicine in colleges must not only memorize a large number of new terms, but also learn how to use them correctly in context.

METHODS

College students face a number of difficulties when learning medical terms:

A large amount of information. Medical terminology includes thousands of words, most of which are of Latin or Greek origin.



Difficulty of pronunciation and spelling. Many terms are difficult to understand due to their length and unusual structure.

Understanding the context. Terms are often used in complex clinical descriptions, which requires understanding their meaning and relationship to other concepts.

To overcome difficulties and ensure student understanding, teachers can use various approaches:

Interactive teaching methods. Using flashcards, quizzes, educational games help students remember terms in an entertaining way.

Visualization. Using illustrations, diagrams, and anatomical models makes it easier to perceive information.

Connection to practice. Providing examples from clinical practice allows students to understand how terms are used in real-life settings.

Etymological analysis. Explaining the roots, prefixes, and suffixes of medical terms helps students recognize new words.

Using modern technologies. Educational applications and online platforms allow students to independently study terminology at a comfortable pace.

The teacher plays a vital role in generating students' interest in learning medical terminology. It is important not only to transfer knowledge, but also to motivate students by showing the importance of terms in their future profession. Regular feedback, support and an individual approach contribute to better assimilation of the material.

Medical students need to learn a basic set of medical terms that will help them understand professional literature, lectures, and interact effectively with colleagues in the future. Here are the main categories and examples of terms:



1. Anatomy Terms

Organ Systems:

Cardiovascular system: yurak-qon tomir tizimi

Respiratory system: nafas olish tizimi.

Ovqat hazm qilish tizimi.

Nervous system: asab tizimi.

Musculoskeletal system: tayanch-harakat tizimi.

Digestive system: ovqat hazm qilish tizimi.

Organs:

Heart(yurak), liver(jigar), lungs(o'pka), kidneys (buyraklar), brain(miya).

Stomach(oshqozon), intestines(ichak), spleen(taloq), bladder (siydik pufagi).

Body Parts:

1. Skull, spine, rib cage, joints, muscles. (Bosh suyagi, umurtqa pog'onasi, qovurg'a, bo'g'inlar, mushaklar).

2. Physiology terms

Homeostasis, metabolism, respiration, circulation.

(Gomeostaz, metabolizm, nafas olish, qon aylanish).

Reflex, immunity, digestion.

(Refleks, immunitet, ovqat hazm qilish).

3. Pathology terms

General diseases:

Diabetes mellitus, hypertension, pneumonia, gastritis.

(Qandli diabet, gipertoniya, pnevmoniya, gastrit).

Infectious diseases:

Influenza, tuberculosis, hepatitis.

(Gripp, sil, gepatit).

Symptoms:

Pain, swelling, fever, nausea, dizziness.



(Og'riq, shishish, isitma, ko'ngil aynishi, bosh aylanishi).

4. Latin terms

Location:

Superior, inferior, anterior, posterior, medial, lateral.

(Yuqori, pastki, oldingi (old), orqa, o'rta, yon).

Directions:

Proximal, distal, superficial, deep.(Proksimal, distal, yuzaki, chuqur)

Designations:

Sinister (left-chapda), dexter (right-o'ngda).

5. Medical diagnostics and procedures

Diagnostic terms:

ECG (electrocardiogramma, ECG), ultrasound (ultratovush), MRI (MRT),

X-ray (rentgen).

Therapeutic procedures:

Injection (inyeksiya), infusion (infusiya), biopsy (biopsiya), surgery (jarroxlik amaliyoti).

Tests:

Blood test (qon tahlili), urine test (siydik tahlili), biopsy (gistologiya).

6. Basic pharmacological terms

Antibiotics (antibiotiklar), analgesics (og'riq qoldiruvchilar), antihistamines (antigistaminlar).

Dosage(dozasi), contraindications(kontrindikatorlar), side effects (nojo'ya ta'siri).

7. First aid terms

CPR (cardiopulmonary resuscitation- kardiopulmoner reanimatsiya).

Fracture, wound, hemorrhage, burn (Singan, yara, qon ketish, kuyish).

8. Common medical abbreviations

BP (blood pressure- qon bosimi), HR (heart rate- yurak urishi).

IV (intravenous- vena ichiga), OR (operating room- operatsiya xonasi), ER (emergency room- tez yordam xonasi).



RESULTS AND DISCUSSION

The result of teaching these medical terms is the formation of key skills in students necessary for their future professional activity. Here are the main results:

1. Improving professional understanding

Students will be able to understand educational and professional literature (e.g. medical manuals, articles, treatment protocols). Correctly understand and interpret diagnoses, medical reports, and recommendations.

2. Improving the effectiveness of communication

Students will learn to use professional language to communicate with colleagues, doctors, patients, and their relatives. Correct use of terms will reduce the risk of communication errors (e.g. when conveying information about the patient's condition).

3. Preparation for practical work. Knowledge of terminology will allow students to more easily adapt to clinical practice, understand tasks and navigate the work environment. They will be able to correctly describe their observations and actions (e.g. when filling out medical documentation).

4. Developing confidence

Understanding complex medical terms gives students confidence in their knowledge and professional competencies. This will help reduce stress when participating in clinical discussions or working in a medical team.

5. Improving the quality of learning

Systematic study of terms develops the skill of students to recognize new words based on their roots, prefixes and suffixes. This accelerates their further learning.

Develops the ability to self-study and independently study new information.

6. Readiness to work in an international environment

Medical terminology is universal, and knowledge of basic terms will allow students to interact with foreign colleagues or work on international projects.



CONCLUSION

Teaching medical terminology in technical schools requires careful preparation and the use of various teaching methods. Given the complexity of the subject, it is important for teachers to find a balance between theory and practice, helping students not only to memorize terms, but also to understand their importance in professional activities. This approach contributes to the formation of highly qualified specialists ready for successful work in the medical field.

Thus, teaching medical terminology lays a solid foundation for a successful career in medicine for students. It makes them competent and ready for professional challenges. For the progressive growth of the pedagogical skills of teachers of clinical disciplines, it is necessary to create an information-developmental and communicative environment in the process of advanced training, capable of ensuring their professional and personal development; systematically update the content of advanced training programs; use various forms and methods of training, stratified taking into account the socio-psychological characteristics, requests and educational needs of such a target audience. 4. To develop pedagogical thinking, reflective abilities of teachers of a medical pediatric university, it is necessary to strengthen the psychological module of the advanced training program in pedagogy and psychology of higher education.

It is necessary to introduce socio-pedagogical and psychological trainings into the process of improving the qualifications of the teaching staff of clinical disciplines, the purpose of which will be to overcome the signs of their professional deformation, professional burnout, caused by the peculiarities of pedagogical activity integrated into medical practice.

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