

Methods of Working with Medical Text in English Lessons

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Abstract:

This article is devoted to the problem of written and oral translation of medical text in English classes. The main goal of the research is to facilitate the student's translation of the medical text on the topic, the teacher offers to systematize using several methods during the lesson. The systematic principles of the formation of reading skills are covered in detail.

Keywords: Authentic medical texts, definition, nervous system, complex medical terms, reflection.

According to many researchers, reading in a foreign language is one of the most necessary activities, since few people have the opportunity to communicate with a native speaker, but everyone can read. That is why reading should be given the same great attention as speaking.

The main problem is the selection of such material that would really interest the students and make the work on reading the text exciting and varied.

Teachers of higher medical institutions work with students who know English at the stage of secondary general education. Based on this, it is necessary to learn English in the context of the future profession.

Therefore, it is necessary to choose authentic medical texts. Working on such texts can be of great interest to students, as future medical doctors realize that it will be useful for their future profession. The enthusiasm of the students increases because they have already chosen a career in medicine.

Medical students can read texts on cardiac anatomy and physiology, dental structure, nervous system, and other medical terms with great interest and understanding. It should be noted that medical students already have knowledge about certain topics, because they have studied these topics in chemistry and biology at school and know them very well.

For example "**Nervous system**". The first stage is pre-text, where interest and activation of previously acquired knowledge are important. At this stage, it is appropriate to use the "**Key words**" method.

On the screen or in the form of cards, you can present several pictures on the topic of the text, for example: brain, spinal cord, neuron. The students are required to name these images in English (at the same time, students do not see the text itself yet, the sheet is turned upside down). In addition to the usual nomination, the "**definitions**" method is used here, the teacher asks for a definition in English of the object seen. You can ask additional questions, such as how much the brain of a newborn, adult, etc. weighs.

After the discussion, it is proposed to guess the heading of the text. Students guess that we will talk about the nervous system.

At the second stage, work with the text itself takes place.

Students look at the text; give headings to paragraphs, underlining key words as evidence for the chosen answer.

When working with text, you should use a different strategy for each paragraph.

Quite productive is the technique of "reading with stops", which is used to control the process of comprehension, aimed at checking reading comprehension. The student reads the paragraph aloud, after which what is read is immediately parsed and analyzed, clarifying questions are asked on what has been read (other students can also ask questions). You can give several definitions in Russian and ask them to find their equivalent in English. At the same time, a "linguistic guess" is triggered and the student understands the meaning of an unknown word with the help of the context. In this case the method "insert" will be very effective (I - interactive (interaktiv), N - noting (kognitiv), S - system for (tizim), E - effective (samarali), R - reading (o'qish), T - thinking (fikrlash), which requires very careful reading and analysis. Students may read part of the text, marking it with special icons (if desired, you can work in a individual table), at the end of the work, the marked words or phrases are read aloud. For example:

V	+	-	?
Knew this fact before	New information	Thought differently	Don't understand, have questions
Cerebrum – responsible for memory, emotions, speech, personality	Hypothalamus controls appetite	Brain stem – responsible for digestion	Pituitary gland

Since this paragraph contains many complex medical terms, it is difficult to remember it the first time. To do this, it is useful to continue to work and create a "cluster".

Students in their copybooks write the word "The brain" and begin to group all the information. Students take turns signing brain regions, functions, and those parts of the body and processes that are controlled by these departments.

To facilitate the memorization and understanding of texts, the method of "**reduction**" is useful, that is, those parts of the text that carry the main meaning are written out or underlined.

Reflection can be attributed to the third stage of working with text. As a reflection, students can watch a short five-minute film in English "The Human Nervous System". This film is easy to understand, because the students have already got acquainted with all the complex new terms.

For a deeper reflection (in the next lesson) during the lesson, the students are required role-playing games, for example: symposiums of doctors, where everyone makes their report, discussions.

The read text can be set for retelling. As practice shows, after such a thorough study of the text, students very easily memorize information and make an almost verbatim retelling of the whole text.

Thus, when translating a medical context, it is also necessary to take into account the fact that in English words can change their meanings, be used in a non-dictionary sense; that words have rare, special meanings; fixed word order in English; the need to omit any of the words of the original or add something from oneself. I would like to draw attention to the fact that the student, in addition to knowing the terminology, needs to imagine the medical side of the matter, that is, to see the object behind the words.

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