



The English Language in Medical High School

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Abstract: Instruction in foreign language concerning Medical High school must have professional purposefulness and carried out in parallel with subjects as Latin, Anatomy, Histology, Physiology, Pathological Anatomy and Pathological Physiology. Grammar material must include such themes as Passive Voice, Interrogative sentences (ability to ask questions and answer them), Complex Object, Complex Subject in addition to all other necessary grammar material. This course of training makes it possible to communicate with English speaking patients.

Keywords: formation of ability, foreign language, professional purpose fullness, symptoms of diseases, cardiovascular system.

The main purpose in teaching of foreign language in Medical High School is to develop abilities necessary for professional communication, as the way to derive professional information given in a foreign language and finally it promotes self. education of any person in a high school. Kato Lomb, a Hungarian polyglot - linguist told the following about learning of a foreign language: "A language is a building. Its learning is creating a construction. There are four rooms in this building and its inhabitant can only be a person who has four skills-speaking, listening, reading and writing". It is difficult not to agree with his opinion. But we must take into consideration the linguistic purposefulness of a Medical High School following the main task - to revise lexical and grammatical minimum of the secondary school and to prepare the students of Medical High School to self-contained reading and comprehension of the original medical texts with minimal use of the dictionary.

The skill of oral speech is developed within the limits of the studied topics. The instruction in a foreign language is carried out in parallel with teaching of such subjects as Latin, Human Anatomy, Histology, Physiology, Pathological Anatomy and Pathological Physiology, Medical terminology studied by the students at Latin and Anatomy classes during the first year are the same in English. Let us review some of these terms which are associated with the theme - "The Skeleton". We can ascertain that the majority of terms are of Latin origin: Cranialis- cranial, cervicalis- cervical, thoracicus- thoracic, vertebra, cartilago- cartilage, ligamentum- ligament, truncus- trunk, extremitas - extremity, etc.

The material of anatomical topics includes the main systems: the cardiovascular system, skeletal muscular system, respiratory system, digestive system and again we deal with medical terminology of Latin origin: pericardium, valve (valve, ae, f- lat.), atrium, apex, septum, ventricle (ventriculus, i, m-lat.), costal (costalis, e-lat.) and so on. The students have physiology in the second year and medical English keeps up an adequate terminology. Now the students study the Physiology of cardiovascular, respiratory, central nervous and other systems. Microbiology includes such terms as favorable (unfavorable) environment, multiply, growth, invade and so on. The students not only memorize these words but recognize them while reading medical texts and try to use them in their oral speech. The program on the second year includes such topics as: "Polyclinics", "Hospitals", "At the Chemists". As far as medical students have some ideas about the work of medical institutions it is easier for them to understand the vocabulary of these themes and to use them in their oral speech.

In the third year we pass smoothly to the terms associated with the study of pathological anatomy and pathological physiology. This is the so-called clinical terminology including the names of diseases, pathological changes, symptoms, signs, functional and pathological conditions and processes, various physical properties and methods of treatment. The students revise previously studied vocabulary associated with the main systems of the human body and continue to enrich their vocabulary with clinical terms which mean the diseases of the organs, tissues, cells, blood, etc. Special attention must be concentrated on correct pronunciation of clinical terms, e.g. pneumonia [nju:'mounjə], cyanosis [saiə'nousis], palpitation [pelpi'teiSn], endocarditis [endouka:'daitis], circulation [sə:kju'leiSn], diagnosis [daiə'gnousis], fibrillation [faibri'leiSn], majority [mə'djoritɪ], perforate [pə:fəreit] etc.

Thus, having a rich vocabulary of medical terms in memory the students are prepared to speak on such topics as "The Systems of the Human Body", "The diseases of the cardiovascular system, Respiratory system, Nervous system, Digestive systems", "Infectious Diseases", etc. Grammar material is checked and studied on analyzing the texts and doing class and home assignments. Attention should be paid to introduction of Passive Voice which is often used in the medical texts as patients are examined by doctors, operations are performed by surgeons, the drugs are prescribed by attending physicians. Sentences with Complex Object and Complex Subject are often used in special texts. Grammar material is chosen on the basis of the texts including Anatomy, Histology, Physiology and so on, information known to the students.

Here are some of the examples of Passive Voice given in the text "The Skeleton": the vertebra is formed by the body and the arch, the chest is composed of 12 thoracic vertebrae, the breastbone is composed of three main parts, etc. The students must practice in making questions and giving correct answers. It is one of the main tasks as it is the basis of dialogue and prepares them to their future professional activity.

Medical students must master their professional language in the sphere of oral communication. The usual dialogue between a physician and patient can begin with such question as: What do you complain of? What troubles you? What is wrong with you? What has happened to you? And probable answers may be: I have got a terrible cough and a pain in my chest, I have a bad headache, I have pain in the chest on deep breathing in, I am suffering from stomachache, loss of appetite, etc.

So, learning of English for medical students makes it possible to speak fluently about systems of the human body and main organs, to name the symptoms of the diseases, to know the terms associated with laboratory analyses, to give information about functioning of medical institutions and to translate the texts on specialty with minimal use of dictionary. The above-mentioned course of training provides practical ability to use science of medicine represented in English and to communicate with English speaking patients.

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