



THE ROLE OF THE RUSSIAN LANGUAGE IN THE MEDICAL PROFESSION

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Abstract: this article raises the question of the need to study Russian in medical universities. This necessity is argued by the mandatory possession of doctors not only professional, but also communicative competence.

Keywords: medicine, Russian language, doctor, patient, communicative competence

Introduction:

We are so used to the word that we no longer feel its power, do not understand the responsibility for the uttered phrases, do not appreciate the very opportunity to speak Russian. At best, we remember that a word can heart feelings, but we have forgotten that the word is the greatest gift to man and that a word can cure him. King Solomon said, "The tongue of the wise heals." If this is the case, then a real medic should not neglect the opportunity to find the key to a person's heart. The ability to convey sympathy for his illness in words, to find words of comfort for a hopelessly ill person – these are the qualities necessary for a medical worker. It is possible and necessary to form them in classes on the Russian language and speech culture. In my opinion, this approach gives moral value to the Russian language as a subject. In this article, I would like to share my experience, which can be called an ethical approach to teaching Russian. The most difficult thing here is to find such didactic material that, on the one hand, taught if only for a good one, he would give an ideal sample, and on the other hand, he would be relevant and modern. There are more than enough negative examples that you can also learn from. The enemy of medicine is not only a disease, but also a rude cynical word.

At introductory lectures on the discipline culture of speech, I tell students about such a disease as iatrogenic– patients' reactions to careless words and actions of a doctor. I tell you how one careless word of a medic can cost a person's life. When studying Russian vocabulary, there is always an opportunity to delve into the history of the language and find answers to modern questions in it. Students first learn about the etymology of the word "doctor". It turns out that it is formed from the Slavic word "vrati" (meaning "to speak elevated", "to broadcast") with the help of the suffix –ach (cf.: rook from grack = croak). So, both in ancient times and now, the role of the word in the treatment of people is important.

A practical lesson on the topic of "Active and passive vocabulary" helps students to predict the future: using knowledge about the ways of forming neologisms, they try themselves as pioneer

scientists. With the help of a newly invented word, students give the name of a new cancer vaccine. Familiarity with the origin and meaning of medical phraseological units helps future nurses and paramedics to get to know their profession better. And in the lesson dedicated to Dictionaries of the Russian language, students come up with their own dictionary of aphorisms. As a result, a new understanding of words such as life and death, health and illness is born. Thus, students do not just expand their vocabulary, but learn the ethical value of philosophical concepts.

Analyzing the types of complex sentences, as an example, we will write on the board the words of A.P. Chekhov from a letter to A.S. Suvorin: "I want people not to see war where there is no war. Knowledge has always been at peace. Both anatomy and fine literature have the same noble origin, the same goals, the same enemy — a trait, and they positively have nothing to fight for." Students correct spelling mistakes, find grammatical bases, determine the types of subordinate clauses, explain punctuation marks. After that, the teacher can start a Socratic dialogue: Who do you think these words may belong to? What is the same origin of anatomy and "fine literature"? What are their common goals? And what is their common enemy? Students think first, then give the first answers, sometimes they start arguing. It happens that you have to ask leading questions, remind something from the course of literature and philosophy.

Students of medical colleges and universities will sooner or later encounter cynical medical slang. From a heart not filled with kindness and love, profanity, the rude attitude of the medical staff of polyclinics to patients, the politely cold intonation of medical care contracts and the special cynical humor of "evil doctors" arise. A teacher of the Russian language can prevent this unpleasant meeting. For example, after analyzing the ways of word formation, he can give two or three professional puns created on the basis of truncation. Most often, these are the names of patients by type of disease: a deadfall (a patient who has been in the hospital for a long time), a frostbitten (a patient with frostbite), a skydiver (a patient who was injured as a result of falling from a height), a tuber (a patient with tuberculosis). After selecting the suffixes, you can start a dialogue with students again. The first question addressed to them by the teacher may be: "Why do such words appear in the professional vocabulary of doctors?"

Students answer: "we need to relieve tension," "just joking," "it's easier to communicate," etc. As a teacher, I agree with such answers, and then I ask another question: Could a medic say that about his loved one? About the mother, about the father, about the brother, about the husband? This is a very acute issue, making patients and doctors almost relatives. As a rule, silence comes after him in the audience ...

But some of these first-year students have already subscribed to groups on social networks with the name "Evil Medic". The first cynical photos and comments are already appearing on their pages... However, the "evil medic" should not forget that he is a human being. After all, the future of not just patients, but neighbors is in his hands... We often hide our future from ourselves with a veil of fruitless fantasies, and the past is heavily embellished with nostalgia. However, the first has not yet come, and the second has already passed. We don't notice that we have only the present. And we can and must change it! I will make this appeal tomorrow to every student who will study professional vocabulary and word formation, syntax and punctuation, etymology and dictionaries of the Russian language with me. We will find practical solutions to modern problems in the study of the roots of the Russian language, we will learn to search deep in its history for answers to questions that arise again and again. So together we will change the present, and therefore the future.

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