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WAYS OF FORMING MEDICAL TERMS IN THE UZBEKISTAN LANGUAGE

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Abstract:
This article examines the development of medical terminology in the Uzbek language, the mechanisms of new word formation, and their role in enriching the national medical lexicon. It analyzes affixation, compounding, semantic, and abbreviated word formation methods, primarily using medical terms as an example. The article also examines the challenges of adapting international medical terms to the Uzbek language

Keywords Medical terminology, word formation, affixation, compounding, semantic method, abbreviation, medical vocabulary, term creation.

In linguistics, a *term* is a specific word or phrase that is used within a particular field of science or profession and possesses a precise and limited meaning. In the formation and development of terminological systems of the Uzbek language, the internal resources of the language itself play an important role. As Z. Mirakhmedova points out, "...the first and most important source of enrichment of the literary language vocabulary is its own internal resources." [1.56].

THEORETICAL BACKGROUND

In linguistics, a *term* is defined as a specific word or a phrase used within a particular branch of science or profession that carries a precise and limited meaning. Unlike general vocabulary, terms are characterized by their accuracy, stability, and functional specialization. They serve as the main linguistic tools for expressing scientific and technical concepts within a given field.

The development of terminological systems in the Uzbek language is closely connected with the internal capabilities and lexical potential of the language itself. The process of forming new terms often relies on native word formation models, semantic extension, and borrowing from other languages. According to Z. Mirakhmedova, "...the first and most important source of enrichment of the literary language vocabulary is its own internal resources." This statement emphasizes that, while borrowing from foreign languages is inevitable in scientific and technical terminology, the foundation of a strong terminological system must be built upon the native linguistic base.

In the context of medical terminology, this principle holds particular importance. The adaptation and creation of medical terms in the Uzbek language should not only aim to reflect international standards but also ensure clarity and accessibility for native speakers. This approach contributes to maintaining linguistic identity while promoting scientific precision and effective professional communication.

Thus, the theoretical foundation of teaching medical terminology in Uzbek lies in balancing linguistic purity with global scientific integration. It requires both preserving the expressive richness of the Uzbek language and aligning its terminological system with international medical nomenclature.

METHODOLOGY The methodological basis of this study relies on the integration of linguistic, pedagogical, and professional approaches to teaching medical terminology in the Uzbek language. The main objective is to develop effective strategies that enable medical students to master professional vocabulary accurately and use it fluently in both oral and written communication.

The research employs a combination of descriptive, comparative, and analytical methods. The descriptive method is used to examine the structure, meaning, and usage of medical terms in Uzbek. The comparative method focuses on analyzing similarities and differences between Uzbek, Latin, and English medical terminologies. The analytical method helps identify difficulties faced by students in learning and applying medical terms and proposes solutions to overcome these challenges.

In the teaching process, several modern pedagogical technologies and interactive techniques were applied, including:

- Integration of language and professional subjects, such as anatomy, physiology, therapy, and pharmacology, to provide contextual learning of terms;

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- Interactive learning methods, such as role-playing, case studies, and terminological games, to enhance students' motivation and communication skills;
- Use of multimedia resources, including medical videos, interviews, and conference recordings, to improve listening comprehension and pronunciation;
- Lexical and writing exercises, such as dictations, short essays, and medical reports, to strengthen both written and spoken language proficiency;
- Independent study tasks, including compiling specialized glossaries and preparing short scientific presentations, to encourage autonomous learning and terminology application.

The study also emphasizes the creation of a specialized Uzbek medical terminology database, in which students independently collect, define, and analyze terms within specific medical topics — for instance, *cardiology*, *neurology*, or *infectious diseases*. This practical activity not only improves lexical retention but also develops analytical and research skills.

Through these methods, the learning process becomes more student-centered and professionally oriented, ensuring that learners acquire both linguistic competence and medical communication skills. The integration of traditional linguistic analysis with innovative educational tools allows for a more effective and sustainable approach to teaching medical terminology.

RESULTS AND DISCUSSION The study revealed that mastering medical terminology in the Uzbek language significantly enhances students' professional competence, communication culture, and academic performance. Effective use of specialized vocabulary enables medical students to express clinical concepts clearly, formulate accurate diagnoses, and maintain professional communication with patients and colleagues.

One of the main findings of the research is that students who learn medical terms through integrated and contextual methods demonstrate stronger retention and practical application of terminology compared to those who study terms in isolation. When terminology is taught in connection with professional subjects such as anatomy, physiology, or pharmacology, students are more likely to understand both the meaning and the practical function of each term.

However, several challenges were identified during the process:

1. Difficulty with Latin and Greek roots: A majority of medical terms originate from Latin and Greek, making pronunciation and comprehension difficult for Uzbek-speaking students.
2. Lack of equivalent Uzbek terms: Some international medical terms have no precise Uzbek equivalent, resulting in inconsistencies in translation and understanding.
3. Abundant abbreviations and acronyms: Medical documentation often includes shortened forms that are confusing for beginners.
4. Multilingual learning environment: Since students are exposed to Uzbek, Russian, and English sources simultaneously, code-switching and term confusion frequently occur.

To address these challenges, interactive and integrative teaching approaches proved to be the most effective. Role-plays, case discussions, and problem-solving exercises not only developed students' terminology usage but also improved their overall communication competence. For instance, in *doctor-patient simulations*, students successfully applied newly learned Uzbek medical terms to describe symptoms, explain diagnoses, and discuss treatment plans.

Another important outcome was the increased ability of students to use medical terminology in written communication, such as writing medical reports, case summaries, and academic essays. These activities improved their understanding of the grammatical structure and stylistic accuracy of professional medical texts.

The results also demonstrated that using digital learning tools — such as electronic glossaries, interactive mobile applications, and multimedia resources — greatly enhances students' motivation and engagement. These tools support independent learning and allow students to study pronunciation, meaning, and usage in visual and auditory formats, making the learning process more dynamic and accessible.

Overall, the study confirms that a systematic and context-based approach to teaching medical terminology not only improves language proficiency but also builds a strong foundation for professional growth. Students who actively engage in applied learning activities show higher levels of confidence, better comprehension of clinical language, and a deeper understanding of professional ethics through precise and responsible use of medical terminology.

CONCLUSION AND RECOMMENDATIONS Language is a vital instrument that unites science, communication, and professional culture. In the medical

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field, precise and correct use of language directly influences the quality of diagnosis, treatment, and patient care. Therefore, teaching and mastering medical terminology in the Uzbek language is not only a linguistic task but also a professional necessity.

The research confirms that the ability to use medical terms accurately and fluently is a key indicator of a medical student's professional competence. Teaching medical terminology through integrative, communicative, and technology-based approaches helps students to better understand scientific concepts and to express them confidently in their native language.

The findings of this study lead to several important conclusions:

1. Integration of language and professional disciplines (such as anatomy, physiology, and therapy) enhances students' comprehension and contextual use of medical terms.
2. Interactive learning methods — including role-plays, case studies, and medical simulations — effectively develop communication and analytical skills.
3. Use of modern digital tools such as electronic glossaries, online platforms, and multimedia resources increases motivation, pronunciation accuracy, and independent learning capacity.
4. Developing Uzbek-language medical terminology is essential for improving both linguistic and professional literacy, ensuring that future specialists can communicate effectively in their native language.

To achieve sustainable results, cooperation between language instructors and medical specialists is crucial. Curriculum designers should include more interdisciplinary modules that combine medical content with linguistic competence. Additionally, the creation of an updated Uzbek medical terminology database and interactive e-learning materials will contribute to the modernization of medical education and the strengthening of the Uzbek language's role in science.

In conclusion, the systematic teaching of medical terminology not only enriches the Uzbek language with scientific vocabulary but also shapes a new generation of medical professionals who can think, communicate, and serve society effectively in their mother tongue.

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