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TIBBIY TERMINOLOGIYANI O’RGANISH UCHUN O’RGANISH VOSITALARI VA STRATEGIYALARI

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Annotatsiya. Ushbu sharh maqola tibbiy terminologiyani o’rganish uchun turli strategiyalarni ko’rib chiqadi, ular orasida lug’at daftarlari, so’z ro’yxatlari va loyiha asosida o’rganish strategiyalari mavjud. Tadqiqotning maqsadi ushbu usullarni tibbiy talabalar orasida lug’atni o’rganishda samaradorligini baholashdir. Gaffas (2024), Aurora (2016), Hashemi va Hadavi (2015) va Akbari (2017) tomonidan olib borilgan tadqiqotlar tibbiy talabalarning turli yondashuvlarini ko’rsatadi. Gaffas 60 nafar talabani qamrab olgan kvasiy-experimental tadqiqot o’tkazgan va lug’at daftarlari va so’z ro’yxatlarini solishtirib, lug’at daftarlari tibbiy terminlarni uzoq muddatli eslab qolishda yaxshiroq natijalarga olib kelishini aniqlagan. Aurora tomonidan amalga oshirilgan loyiha asosida o’rganish strategiyasi, ikkinchi kurs tibbiy talabalarini yangi tibbiy terminologiyani haqiqiy kontekstlarda faol ishlatishga rag’batlantirib, til va professional ko’nikmalarini rivojlantirishga yordam bergan. Hashemi va Hadavi (2015) tomonidan olib borilgan tadqiqotda talabalarning lug’atni o’rganish uchun ko’proq lug’atlardan va ijtimoiy strategiyalardan foydalanganliklari ko’rsatilgan, shuningdek, genderga asoslangan strategiya farqlari ham kuzatilgan. Akbari (2017) tomonidan maxsus maqsadlar uchun ingliz tili(MMIT) kontekstida o’tkazilgan tadqiqot samarali lug’atni o’rganish uchun tushunish va mustahkamlash strategiyalarining ahamiyatini ta’kidlagan. Xulosa qilib aytganda, ushbu tadqiqotlar lug’at daftarlari kabi tuzilgan vositalarni loyiha asosida o’rganish kabi dinamik va qiziqarli usullar bilan birgalikda ishlatish tibbiy terminologiyani o’rganishni sezilarli darajada yaxshilashini ko’rsatadi.

Tayanch so’zlar: ta’lim metodlari, MMIT (maxsus maqsadlar uchun ingliz tili), o’rganish strategiyalari, tibbiy terminologiya, loyiha asosida o’rganish, lug’atni o’rganish, lug’at daftarlari, so’z ro’yxatlari

LEARNING TOOLS AND STRATEGIES FOR LEARNING MEDICAL TERMINOLOGY

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Abstract. *This review article examines various strategies for teaching and learning medical terminology in English for Specific Purposes (ESP), focusing on vocabulary notebooks, word lists, and project-based learning. The research aims to assess the effectiveness of these methods in enhancing vocabulary acquisition among medical students. The studies by Gaffas (2024), Aurora (2016), Hashemi and Hadavi (2015), and Akbari (2017) provide insights into different approaches used by medical students. Gaffas conducted a quasi-experimental study with 60 students, comparing vocabulary notebooks and word lists, and found that vocabulary notebooks led to better long-term retention of medical terms. Aurora's project-based learning strategy motivated second-year students to use medical vocabulary actively in real-world contexts, fostering both linguistic and professional skills. Hashemi and Hadavi's study on vocabulary learning strategies identified the frequent use of dictionaries and social strategies, with notable gender-based differences in strategy preferences. Akbari's research on ESP contexts emphasized the importance of both comprehension and consolidation strategies for effective vocabulary learning. In conclusion, these studies highlight the value of combining structured tools like vocabulary notebooks with dynamic, engaging methods like project-based learning to enhance medical terminology acquisition.*

Key words: *educational methods, ESP (English for specific purposes), learning strategies, medical terminology, project-based learning, vocabulary acquisition, vocabulary notebooks, word lists*

ИНСТРУМЕНТЫ И СТРАТЕГИИ ОБУЧЕНИЯ МЕДИЦИНСКОЙ ТЕРМИНОЛОГИИ

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Аннотация. *Данная обзорная статья рассматривает различные стратегии обучения медицинской терминологии в рамках английского языка для специфических целей (ESP), уделяя внимание тетрадам для словарного запаса, спискам слов и обучению на основе проектов. Цель исследования - оценить эффективность этих методов в улучшении усвоения словарного запаса среди студентов медицинских вузов. Исследования Гаффаса (2024), Ауроры (2016), Хашеми и Хадави (2015) и Акбари (2017) предоставляют информацию о различных подходах, которые используют студенты медицины. Гаффас провел квази-экспериментальное исследование с участием 60*

студентов, сравнив тетради для словарного запаса и списки слов, и пришел к выводу, что тетради для словарного запаса обеспечивают лучшее долговременное запоминание медицинских терминов. Стратегия обучения на основе проектов Ауроры мотивировала студентов второго курса активно использовать медицинскую лексику в реальных ситуациях, развивая как языковые, так и профессиональные навыки. Исследование Хашеми и Хадави выявило частое использование словарей и социальных стратегий, с заметными различиями в стратегии в зависимости от пола. Исследование Акбари, посвященное контексту ESP, подчеркнуло важность как стратегий понимания, так и консолидации для эффективного обучения словарному запасу. В заключение эти исследования подчеркивают ценность сочетания структурированных инструментов, таких как тетради для словарного запаса, с динамичными и увлекательными методами, такими как обучение на основе проектов, для улучшения усвоения медицинской терминологии.

***Ключевые слова:** образовательные методы, есп (английский для специфических целей), стратегии обучения, медицинская терминология, обучение на основе проектов, приобретение словарного запаса, тетради для словарного запаса, списки слов*

INTRODUCTION

In the realm of English for Specific Purposes (ESP), particularly within medical education, vocabulary acquisition plays a pivotal role. The studies reviewed in this article focus on the effectiveness of different strategies for teaching medical terminology. Gaffas (2024) compares the use of vocabulary notebooks versus word lists in a quasi-experimental design, while Aurora (2016) explores project-based strategies for improving medical vocabulary among students. Additionally, Hashemi and Hadavi (2015) and Akbari (2017) examine various vocabulary learning strategies (VLSs) employed by medical students. These studies provide valuable insights into how structured methods, such as vocabulary notebooks, project-based learning, and strategies like dictionary use and social interaction, contribute to enhancing medical vocabulary acquisition.

LITERATURE REVIEW AND METHOD

The first study by Gaffas (2024) sought to compare two learning tools: vocabulary notebooks and word lists. Using a quasi-experimental design, 60 first-year ESP medical students were divided into three groups—one using vocabulary notebooks, another using word lists, and a control group with no intervention. The

study emphasized the long-term benefits of vocabulary notebooks, suggesting that they might lead to better retention of medical terminology compared to word lists. Aurora’s (2016) research took a different approach by implementing project-based learning. The study involved second-year medical students who created and presented projects on recent medical discoveries. This strategy encouraged active use of new medical vocabulary, allowing students to learn terminology in context, which was shown to enhance both intentional and incidental vocabulary acquisition. The methodological approach in this study focused on student engagement and motivation, linking their professional interests with linguistic needs.

On the other hand, Hashemi and Hadavi (2015) focused on identifying the vocabulary learning strategies used by 185 Iranian medical students. They found that dictionaries were the most commonly used tool for vocabulary learning, followed by social strategies such as peer discussions. The study highlighted the variability in strategy use depending on the discipline (e.g., medical vs. nursing students) and gender (e.g., female students favored social strategies more).

Lastly, Akbari (2017) explored vocabulary learning strategies in ESP contexts by conducting interviews and observations with 137 students at Isfahan University of Medical Sciences. The findings suggested that effective vocabulary learning depends not only on discovering word meanings but also on the consolidation of vocabulary, with students employing both comprehension and learning strategies.

RESULTS AND DISCUSSION

The results of Gaffas (2024) demonstrated that both vocabulary notebooks and word lists were effective in improving students' vocabulary learning, but students using vocabulary notebooks exhibited superior long-term retention. This finding suggests that the process of actively writing and organizing vocabulary helps reinforce learning. This aligns with cognitive theories of active learning, where engaging with material in a personal, meaningful way leads to deeper memory consolidation.

Aurora’s (2016) study on project-based learning revealed that the active use of medical vocabulary in real-world contexts, such as project creation and presentations, enhanced both the students' linguistic and professional skills. This method, while resource-intensive, fosters a higher degree of motivation among students by integrating their personal and professional interests into language learning.

Furthermore, it enables the incidental acquisition of vocabulary as students work through the materials required for their projects.

The studies by Hashemi and Hadavi (2015) and Akbari (2017) provided valuable insights into the strategies that students naturally gravitate toward when learning medical vocabulary. The widespread use of dictionaries and social strategies among students underscores the importance of supporting these methods in the classroom. Social strategies, such as collaboration and discussion, seem to enhance the learning process by providing students with multiple contexts to use and practice new vocabulary.

One interesting aspect of Hashemi and Hadavi’s study is the gender-based difference in strategy use. Female students’ preference for social strategies could reflect a broader trend in language learning, where collaboration and peer learning are more emphasized. This finding suggests that educators might consider tailoring vocabulary learning strategies based on gender differences to maximize effectiveness.

CONCLUSION

In conclusion, the studies reviewed provide a comprehensive look at various strategies for teaching and learning medical terminology in ESP contexts. Gaffas (2024) demonstrates the value of vocabulary notebooks for long-term retention, while Aurora (2016) advocates for project-based learning as a motivating tool that enhances both language and professional skills. Additionally, Hashemi and Hadavi (2015) and Akbari (2017) highlight the diversity of vocabulary learning strategies and the need for educators to recognize and incorporate these strategies into their teaching methods. The studies collectively suggest that a combination of structured learning tools, such as vocabulary notebooks, and more dynamic methods, like project-based learning, can significantly improve vocabulary acquisition among medical students.

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