



## PHRASEOLOGISMS AS AN OBJECT OF LEARNING IN THE UZBEK- SPEAKING AUDIENCE OF MEDICAL UNIVERSITIES

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### Annotation

The article is devoted to professional medical phraseological units that cause significant difficulties in mastering. A list of medical phraseological units compiled on the basis of dictionaries of medical terms with analogues in the Uzbek language is presented.

The necessity and difficulty, which is determined by both the structure and semantics of phraseological units, of studying medical phraseology when mastering the language of the profession already at the initial stage is substantiated in the article. Recommendations for working with professional phraseological units can be applied when Uzbek students study Russian professional idioms not only in medical universities.

**Keywords:** Scientific style of speech, phraseology, medical phraseology, professional vocabulary, communicative competence.

### Introduction

Medical terminology is very complex in its structure; it includes both medical and paramedical terms, which in total amount to several hundred thousand. The multiplicity of medical terminology is explained by several reasons; first of all, it is associated with the structural and algorithmic nature of the procedural passage of medical practice. For example, the large number of medical terms in the field of such clinical disciplines as therapy, surgery, obstetrics and gynecology, pediatrics, dentistry, etc. directly follows from the number of designations of special concepts expressing:

symptoms (signs of disease);

syndromes;

list and classification of nosological forms of diseases;

names of operations;

names of examination and treatment methods;

names of medical devices, instruments, etc.





Medical terminology that medical students will encounter during the learning process, during clinical practice and filling out relevant documentation, as well as during independent reading of special medical literature (textbooks, monographs, dictionaries and reference books, etc.) is represented by terms denoting:

- morphological formations and processes characteristic of the human body under normal conditions and in pathology at various stages of its development;
- human diseases and pathological conditions;
- forms of their course and signs (symptoms, syndromes);
- pathogens and vectors of diseases;
- environmental factors that influence positively or negatively on the human body;
- indicators of their hygienic standardization and assessment;
- methods of diagnosis, prevention and therapeutic treatment of diseases;
- operational approaches to surgical operations;
- organizational forms of providing medical and preventive care to the population and sanitary and epidemiological services;
- devices, instruments, tools and other technical means, equipment, furniture for medical purposes; medicines grouped according to their pharmacological action or therapeutic effect;
- individual medicines, medicinal plants, medicinal raw materials, etc.

The specificity of teaching medical terminology in the process of teaching Russian as a non-native language to medical students is that in medical, in particular clinical terminology, along with the Russian names of nosological forms, their Latin equivalents such as hernia (hernia), fracture (fractura), cancer (carcinoma) are widely used, cancer), typhoid fever (typhus abdomina-Hs), etc., which leads to the fact that “the disorder of medical terminology both in Russian and in other languages continues to be a serious obstacle in the exchange of scientific information, during its machine processing, creates there are great difficulties in adequate scientific translation of medical literature.”

Also productive when teaching medical terminology in the process of teaching Russian as a non-native language to medical students is to take into account syntactic models used as medical terms. Medical terms are mainly represented by syntactic models in two versions:

- 1) substantive model;
- 2) attribute model.

In substantive syntactic models, the nominal nature of phrases is represented by participial phrases and participles with nouns:



progressive myopia, artery accompanying the sciatic nerve. In addition, substantive terminological phrases are formed according to the following models:

- noun Im.p. + noun R.p.: Werlhof's disease, Quinke's edema, gastric resection, Frohlich's syndrome, cerebral embolism, lung abscess, Eismarch's circle;
- adjective (participle) + noun Im.p. + noun R.p.: transverse position of the fetus, closed cardiac massage; spontaneous uterine rupture;
- noun Im.p. + adjective (participle) + noun R.p.: disease of the cecum, nasociliary nerve syndrome, heart-lung machine, mitral valve replacement;
- noun Im.p. + noun R.p. + noun R.p.: spasm of the muscles of the limbs, fracture of the femoral diaphysis, cervical cancer.

Classification of phraseological units related to medicine. Using language implies not only the skill of using a large amount of lexical material and correctly creating a statement, but also the ability to use phraseological units, catchwords and other stable combinations in speech.

Throughout the history of language there are phraseological units.

The most common medical phraseological units contain expressions relating to the symptoms of various diseases and conveying the subjective feelings of the patient. Professional medical phraseological units contain different grammatical structures, including those consisting of the form "noun. + noun in R.p." (the face of Corvisart, the chest of a shoemaker, etc.), "adj. + noun." (lion face, chicken breast), "n. + figurative comparison" (face of a wax doll, Baby blues).

Phraseologisms like "noun. + noun." According to the method of formation, several groups can be distinguished. Based on the main word, these could be:

- phraseological units where the main word denotes a part of the body (the face of Hippocrates, the face of Corvisar, the chest of a shoemaker);
- phraseological units where the main word means a symptom or physiological state of a person (heavy breathing, loss of vision);
- phraseological units where the main word is used in a figurative meaning (Adam's apple, Caesarean section, canine muscle).

Phraseologisms based on the dependent word can be divided into the following groups:

- the dependent word is the name of the scientist who first described this sign of the disease (Hippocrates' face, Koch's wand, Parkinson's mask);
- the dependent word conveys meaning based on the external similarity of objects (asbestos lichen, the face of a wax doll, gallop, cat cry).

Phraseologisms like "adj + noun." can be divided into groups:





- where the adjective expresses a comparison with an animal: bull's heart, lion's face, goose liver, tiger's heart, harelip;
- where the adjective expresses comparison with objects based on similarity: marble pallor, nutmeg liver;
- where the defining noun has a figurative meaning: bear disease.

## Conclusions

In Russian language classes in national groups, medical phraseology is not the main subject of study, but an effective means of developing professional communicative competence, facilitating the acquisition of lexical units, allowing the teacher to vary the educational material of classes using interactive forms and teaching methods.

When developing the professional competence of medical students, the study of medical phraseology in Russian classes is important, since it is caused by the need for direct communication with native speakers, patients and colleagues. The study of phraseological units at the same time helps to expand students' knowledge about the language and culture of another country being studied and the development of their linguistic personality.

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