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METHODS FOR EFFECTIVE TEACHING MEDICAL AND DENTAL TERMS IN ENGLISH LANGUAGE

Abstract: This article suggests using interactive methods of teaching medical terms in the Uzbek language, which formed of the broader meaning of words in general lexicon and they expressed their terminological meaning in a particular context.

Key words: Dental English, medical terms, linguistic, interactive methods, approaches, techniques, students.

Language: English

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Introduction

The translation of medical terms from English into Uzbek represents an interesting and rich area for translation studies. All European languages share the same Greco-Latin roots in medical terminology. The preservation of the Latin language as the language of sciences until the 19th century, contributed to a great range of lexical similarities in medical nomenclature, and its effects can be observed until today. The knowledge of the Latin roots helps professionals in the field of medicine understand medical texts in different languages. [1]

During the last years, the number of scientific publications in English for Uzbek students and readers, in particular publications from the field of health care, has increased enormously. On the one hand, advances in education contributed to the emergence of non-professional, but well-informed readers with a rising interest in health care issues. An ever increasing number is interested in learning more about their own body. On the other hand, the rapid development of media and communication technologies has decisively contributed to the popularization of medical terms, which today form an integral part of everyday language. Health care is a widespread concern, and patients expect their doctors to provide them with more and more detailed information. [2]The increase in the number of publications of popular science texts has made a very

remarkable contribution to the spread of medical language among the general population. However, the use of scientific terms may constitute a comprehension barrier between the doctor and the patient, which is why professionals prefer to use terms from the everyday language when talking to their patients. Such communication may, however, lead to misunderstandings due to the fact that doctor and patient have a completely different notion of one and the same concept.

In order to understand the translation difficulties which arise from translating into English, we should keep in mind that this English language, especially its scientific lexicon, has been greatly influenced by terms of Greek and Latin origin. The effective use of Latin in medical discourse did not start decreasing until after the 18th century, with the ongoing substitution of the classical languages with the vernacular. Nevertheless, specific medical vocabulary still kept a strong influence of the Greek and Latin etymons, as happened in other European languages. In English, the majority of the specific medical vocabulary derives from Latin and Greek, but these terms did not reach the general language. Non-professionals used a parallel term of English origin to express themselves about diseases or health conditions. So, along the centuries, two different lexicons have coexisted: on one hand the erudite forms used by physicians and, on the other hand, the

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popular form of English origin. According to the translation situation and/or to the textual genre, it is necessary to take into account the different register levels and possible changes in vocabulary.

Globalization has become an unstoppable force affecting society, culture, technology, politics, and education worldwide. In the academic field, a majority of universities have started to introduce programs and courses to globalize their faculty, students, programs, facilities, and courses. Professions are now becoming very competitive, embracing student-centeredness and active learning activities. Moreover, the traditional classroom setting dictates that students should remain quiet, obedient, and not ask questions,

reflecting the traits of shyness and humility rooted in their culture. English is taught in Uzbekistan in an artificial atmosphere. Given this situation, the teacher should be creative in every lesson. Using the latest methods and different teaching approaches, the teacher will achieve the intended purpose of the lesson. Three active implementation-learning methods, which shows great chance to study English language more further, namely, Communicative Language Teaching (CLT), Total Physical Response (TPR) and Audio Lingual Method (ALM). Using these methods teacher can choose a lot of approaches and techniques. Here is an example of lesson plan:

Week	Theme	Techniques
1	Introduction to the course	<ol style="list-style-type: none"> 1. Chalk Talk 2. Brainstorming Tree
2	The patient's first visit	<ol style="list-style-type: none"> 1. Instructor Storytelling 2. Role-play 3. Background Knowledge Probe 4. Think-Pair-Share
3	Branches of Dentistry	<ol style="list-style-type: none"> 1. Picture Prompt 2. Word of the Day 3. Tournament 4. Haiku
4	The Oral Cavity	<ol style="list-style-type: none"> 1. Harvesting 2. Pro and Con Grid 3. Categorizing Grid 4. Psychoanalysis
5	Oral Diseases	<ol style="list-style-type: none"> 1. Blender 2. Direct Facebook Friendship 3. Two Truths and a Lie 4. Crossword Puzzle

English has unequivocally become the lingua franca in medicine and its related fields worldwide. Teaching English for specific purposes in a professional field of study where learners need to master dental terms, doctor-patient communication, and cross-cultural communication, is difficult and responsible. Communicative Language Teaching highlighted a new way of mastering dental English terminologies on top of the terminology in the local language, which in this case, was Uzbek. Each topic contains its corresponding basic medical and dental terminology and their etymologies, which students have to study and master. Being able to know both the common and dental terminology can train students to communicate effectively with English speaking patients and colleagues, respectively. Students not only study the terms but use and explain them to their classmates during their presentation as student - teachers. Because they are teaching their peers, they will most likely use easy explanations and simple terms, grammar and syntax. As a group, learning new dental terms in both the local and English language

during their practice sessions can also reinforce a better understanding and retention of the term.

The Role Play Activities gave Uzbek students the opportunity to experience doctor-patient communication in a familiar classroom setting for both the Prepared and Impromptu Role Play. In the Prepared Role Play, students prepare their own scenario and script. The freedom to choose their own scenario and write their own script allowed them to think of possible clinic situations, the patient's character, or dental problems, and use simple or easy-to-pronounce words for their scripts. Moreover, deciding, studying and mastering their own case scenario made them confident when they acted in front of their classmates. In the Impromptu Role Play, Uzbek students experienced a more realistic doctor-patient communication since the teacher prepared the scenario. [3]

Conclusion

Consequently, three active learning methods were able to facilitate a conducive learning

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environment, introduced motivating techniques, maintained and protected the students' motivation, and provided effective evaluation and feedback. The activities also increased course content comprehension, built self-esteem and created a sense

of community in the classroom through increased student-student and instructor-student interaction. The activities gave them a chance to experience different scenarios and situations in the clinical setting using English.

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