

УДК 81-31

Сайфутдинова Айгуль Сайдисламовна

*Заведующая кафедры Иностранных языков, кандидат медицинских наук,
доцент.*

*Южно-Казахстанская Медицинская академия
Казахстан, г.Шымкент, площадь Аль-Фараби 1*

Адилова Айдана Нурлановна

Преподаватель кафедры Иностранных языков

*Южно-Казахстанская Медицинская академия
Казахстан, г.Шымкент, площадь Аль-Фараби 1*

Бактыбаева Толганай Полаткызы

Преподаватель кафедры Иностранных языков

*Южно-Казахстанская Медицинская академия
Казахстан, г.Шымкент, площадь Аль-Фараби 1*

ОВЛАДЕНИЕ ПРОФЕССИОНАЛЬНЫХ ЗНАНИИ ПРОЦЕССЕ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА В МЕДИЦИНСКОМ ВУЗЕ

Аннотация. Данная статья посвящена рассмотрению особенностей усвоения и приемов работы с медицинской лексикой в процессе преподавания иностранного языка в медицинском вузе. На практических занятиях необходимо уделять много времени материалам, имеющим медицинскую направленность, для того, чтобы создать необходимые предпосылки для овладения умением вести беседу по специальности и читать материалы, имеющие медицинскую направленность.

Ключевые слова: медицинская лексика, специальная лексика, процесс обучения, перевод, иностранный язык.

Sayfutdinova Aygul Saidislamovna
Head of the Department of Foreign languages, candidate of medical
sciences, docent

South Kazakhstan Medical academy
Kazakhstan, Shymkent, Square Al- Farabi 1

Adilova Aydana Nurlanovna
Teacher of Department of Foreign languages
South Kazakhstan Medical academy

Kazakhstan, Shymkent, Square Al- Farabi 1

Baktybayeva Tolganay Polatkyzy
Teacher of Department of Foreign languages
South Kazakhstan Medical academy

Kazakhstan, Shymkent, Square Al- Farabi 1

ACQUIRING THE PROFESSIONAL KNOWLEDGE OF THE PROCESS OF TEACHING A FOREIGN LANGUAGE IN A MEDICAL UNIVERSITY

Abstract

This article is devoted to the study of the peculiarities of mastering and methods of working with medical vocabulary in the process of teaching a foreign language in a medical college. In practical exercises, it is necessary to devote a lot of time to materials that have a medical orientation, in order to create the necessary prerequisites for mastering the ability to conduct a conversation on the specialty and read materials that have a medical orientation.

Key words: *medical vocabulary, special vocabulary, learning process, translation, foreign language.*

One of the important criteria determining the direction of the learning process is the opportunity to apply knowledge and skills directly in practice. For future bachelors and masters, the use of a foreign language is associated with their specialty. It follows that the result of studying a foreign language in a technical university should be a high level of skills in this area.

Working with general technical texts helps students acquire the necessary minimum of general technical vocabulary. However, in order to learn to understand the literature on the chosen specialty, it is necessary, in addition to general technical vocabulary, to acquire a certain number of specialized terms. After all, as you know, the specificity of the text on the specialty is in its terminology, since the terms denote those phenomena of the material world with which the specialty deals. Working with general technical texts helps to master general scientific vocabulary, but it can not give a special terminology for the accumulation of a stock. [3, p. 71]

Among the terms of any specialty there is a certain number of words that are borrowed from the Latin and Greek languages, and also constructed from Latin and Greek elements, that is, international terms. In addition, the terms denote concepts from a field close to specialists. Most terms have uniqueness. The volume of meanings of terms in different languages, as a rule, coincides. Due to these properties, terms are learned faster and easier than general scientific vocabulary. However, this does not mean that the assimilation of terms occurs by itself without the expenditure of effort and time and that, with respect to terms, it is possible to abandon the principle of gradual and planned introduction and consolidation. Although the availability of general technical terms is inherent in all specialties, their number in terminological systems of different specialties is not the same. [1, p. 93]

The reason for the ease of mastering the terminology is its small number. However, the impossibility of mastering a foreign language in a technical college during the whole period of training with the whole mass of words is obvious. Although you can set the task of mastering the lexical minimum, sufficient for the ability to navigate in messages on the specialty. The small number of terms in each individual article, with the total number of them for the specialty as a whole, is more difficult than facilitating the task of mastering the entire terminological minimum.

Work on the study of a foreign language can only be successful when it respects the principle of gradualness in the submission of material and provides the conditions for its consolidation. In order to achieve the necessary minimum, it is necessary to start work in this direction at the beginning of the foreign language course at the university.

Reading the literature on the specialty will bring more benefits and satisfaction, the more it will be aimed at understanding, extracting information from the text. To do this, it is necessary to approach the fact that students already have a profound vocabulary in this specialty area, that is, a stock that, in addition to general scientific vocabulary, included a certain number of terms. [3, p. 73]

In practice, it often happens that in the training group, especially in the process of teaching a foreign language, students of different specialties can be combined into one subgroup. This is also the case in the process of training students of additional qualification "Translator in vocational education", where students of different specialties are united into one group.

During the training there is a need to spend with each student to work on reading scientific and medical texts and study terms, directly related to the specialty of the student, therefore, of interest only him alone in the study group. Naturally, the use at this stage of only a group form of conducting classes, in which all students are working on the same material, reduces the effectiveness of the learning process, since it does not allow taking into account the interests of each student individually. These interests can be taken into account by organizing individual group work, in which each student, in parallel with the material shared by his group, works out material that is of interest from the point of view of content and terminology for him alone. [2, p. 481]

The questions on which the whole group works as a whole under the individual group form of organizing the classes are the so-called receptive grammatical phenomena, methods for analyzing the structure of the sentence, which in some cases has to be resorted to when reading complex texts, the

methods of guessing words that have not been studied, and so on. Materials for testing these phenomena and developing relevant skills are texts whose content is of interest to bachelors and masters of various specialties. In addition, from general texts, general scientific nonterminological lexical units are selected and activated, both necessary for understanding special texts, and for developing conversational skills in the chosen specialty.

For individual work, each student chooses his own texts. The role of a teacher of a foreign language is reduced to determining the language appropriateness of working with it. Reading these texts, students independently apply the knowledge and skills acquired by working in a group, and also accumulate and activate terms on the specialty and expand the stock of general scientific vocabulary. Individual texts also serve as material for the development of oral speech skills in the chosen specialty.

Individual group work is organized in the classroom as follows. The instructor gives the whole group a task to work on the general text, students perform the task, and at this time the teacher turns to work with each of them over the individual material prepared by them at home. After the completion of the individual work, a group work is carried out to verify the task given to the whole group. However, individual group work can be effective only if it is carried out within the framework of the system of individual group work, built in accordance with the purpose of training.

As an example, we can consider the construction of a system of individual group classes with a target setting for developing skills for an accurate understanding of literature in the specialty and the ability to conduct a conversation on professional topics. To achieve this goal, when the training groups are staffed with bachelors and masters of various specialties, the system of individual group classes should allow in one group to read different texts, the number of which is equal to the number of students, to ensure the selection from

each text of lexical units in oral speech with limited classroom time for individual work.

Limited time for individual work requires reading the texts in the specialty in the form of home reading, supervised by the teacher, before the beginning of the control each student discusses with the teacher not understood by him the sentence of the text.

In the conditions of work of all students on different texts, the selection of new lexical units for activation can be carried out only by the students themselves under the supervision of a foreign language teacher. In order to ensure quality selection, students should be trained in the ability to select those lexical units that are necessary for the transfer of basic content text, so that they can be later fixed in the retelling of the text and a conversation on its content.

At a time when the teacher is engaged in individual work with each student in turn, the whole group as a whole performs certain exercises, set before the beginning of individual work. Since these exercises are performed without direct supervision by the instructor, their scope and difficulty should be such that the students were fully loaded with intensive work for the entire period. Group sessions can include exercises for fixing the receptive grammatical material, exercises for translating sentences containing words that are to be activated, and drawing up their own examples of these words, analyzing structurally complex sentences, reading the text with subsequent answers to the content teacher's questions and so on. [4]

It should be noted some advantages and disadvantages of individual group work. Advantages include maximum use of the interest of each student in the material on which he works, the development of strong skills of independent work of students over a foreign language, a differentiated approach to each student. The disadvantages include the possibility of effective use of this form of work only in small groups that allow enough time for individual work with each student, as well

as the lack of direct active monitoring by the teacher for students during self-fulfillment of the group task, while the teacher is busy individual work. [5, p. 19]

Already in the first semester, it is necessary to devote a lot of time to materials with a medical orientation in order to create the necessary prerequisites for mastering the ability to conduct a conversation in the specialty and read materials that have a medical orientation. The assimilation of vocabulary specific for scientific and medical literature can be achieved only through repeated repetition and persistent training. This is due to the fact that many of these vocabularies - difficult to master the polysyllabic words. The difficulty of working with vocabulary, typical for technical texts, is also due to the fact that students do not yet have experience of such work, since the school emphasizes common topics. The transition to a new material on the topic and language content is associated with language difficulties. Students have to overcome the barrier before they learn with the proper freedom to perceive by ear and reproduce new for them in structure and vocabulary combinations.

References

1. Kargin, E.M. "Pseudo-simple" vocabulary of foreign scientific and technical literature // Humanitarian scientific research. 2014. No. 12-1 (40). 92-96.
2. Komarova, E. V. Indicators of understanding the content of the text in a foreign language [Text] / EV Komarova // Young Scientist. 2015. No. 5. p. 480-482.
3. Lugovaya, AL Is it advisable to work with general technical texts? // Foreign language in higher education. 1966. No. 3. p. 69-75.
4. Milotaeva, O. S. Reading profile texts as the basis for teaching a foreign language in a technical college // Modern scientific research and innovations. 2015. № 3 [Electronic resource]. URL: <http://web.snauka.ru/issues/2015/03/49675>
5. Sorokin, NM About the organization of the educational process at the advanced stage of the teaching of a foreign language in groups staffed by

specialists of different professions // Foreign language in higher education. 1968. -
No. 4. p. 16-20.