

**PROFESSIONALLY- ORIENTED APPROACH IN TEACHING THE
RUSSIAN LANGUAGE IN GROUPS WITH THE UZBEK LANGUAGE OF
TEACHING IN MEDICAL EDUCATIONAL INSTITUTIONS**

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*"The art of medicine is to entertain
the patient while nature treats the disease."*

Voltaire.

Annotation: This article raises the question of the need to study the Russian language in medical universities. This necessity is argued by the obligatory possession of doctors not only by professional, but also by communicative competence.

Keywords: medicine, speech, doctor, patient, skeleton.

The process of assimilation of the language system and, in particular, vocabulary, is a complex activity that includes perspective, mental and practical actions.

The assimilation of a non-native language goes through several stages: first, receptive possession of this language material is carried out, that is, speech perception occurs through listening (oral speech) and reading (written speech), then reproductive possession comes, that is, a human reproduces the memorized heard, written, read, as a result, a productive possession is developed.

When you speak a language creatively, it can be considered in two ways: in terms of the ability to understand the thoughts of another person, expression in oral the literary language and grammatical norms.

In the Russian language classes at our university, teachers, as a rule, pay special attention to dialogic and monologue speech, taking into account the specialty, which will contribute to the further professional growth of specialists, strengthen the ability to conduct a dialogue with the patient, and activate acquaintance with scientific information in the field of medicine.

For this purpose, we select text materials that correspond to the interests of students. They are not saturated with unfamiliar words and complex structures. To successfully achieve our goals, we offer the following recommendations:

- highlight the grammatical basis in the sentence;
- identify secondary members of the proposal and others. For example:

1. What bones make up the skeleton of the head?

The skeleton of the head is the skull. It has two sections - brain and facial. The medulla contains the brain, organs of vision, hearing and balance. The facial region forms the bony basis of the respiratory apparatus (upper respiratory tract) and the alimentary canal (oral cavity). The structure of the brain section includes two paired and four unpaired bones connected with sutures. They create reliable protection for the brain. In particular, the occipital bone forms the basis of the skull. It has a hole that connects the cavities of the skull and the spinal canal. On both sides of the hole there are two articular outgrowths, with the help of which the skull is connected to the first cervical vertebra. Other bones of the brain are: parietal, temporal, frontal, sphenoid and others.

The bones of the facial section include six paired and three unpaired bones. These are, in particular, paired maxillary, zygomatic, nasal, etc. The lower jaw is the only movable bone of the skull. In the upper and lower jaws there are cells in which the roots of the teeth are located.

The bones of the base of the skull have small openings through which blood vessels and cranial nerves pass.

2. Cellular structure of the body

The main component of the body is the cell. The cell as a biological structure is the result of a long process of development of nature. The cell has a complex structure. All major life processes take place in it.

However, a living organism is not a simple collection of cells. All cells, tissues and organs are closely interconnected and form a single whole. The discovery of the cell is an achievement of natural science.

Memorizing such short texts contributes to the development of the pace of speech, memorization of vocabulary, necessary constructions, and develops language skills.

Also in the classroom, students act out dialogues on the topics: "Doctor and patient", "Call an ambulance", "At the pharmacy" and others.

Here it is proposed to “play” the role of another person or “play out” this particular situation. This contributes to the development of the imagination of the student’s creative thinking, the ability to clearly and clearly express their thoughts and attitudes, as well as the formation of the ability to solve certain professional problems in practice. After all, the word "doctor" comes from the old Russian "lie", which meant "to speak", and every linguist knows this.

The methodological expediency of a specially directed system of texts, exercises and tasks, compiled taking into account the above factors, makes it possible to stimulate the speech activity of medical students.

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