

## TEACHING OF VOCABULARY TO MEDICAL STUDENTS

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**Abstract:** *teaching specialist vocabulary in language teaching at a university level. The purpose of ESP classes is to prepare university students to communicate effectively in their target work setting and during their clinical practice abroad. The first part o provides a theoretical basis for the presentation of a variety of exercises aiming at the teaching of Medical English. Medical terminology is one of the specific layers of vocabulary, which, due to its structural-semantic, word-formative and stylistic nature, differs from commonly used words and, therefore, takes a special place in the lexical system of language.*

**Keywords:** *EMP, medical, language, vocabulary, word-formation.*

## ОБУЧЕНИЕ ЛЕКСИКЕ СТУДЕНТОВ-МЕДИКОВ

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**Аннотация:** *педагогический словарь специалиста по преподаванию языка на уровне университета. Цель занятий ESP - подготовить студентов университетов к эффективному общению в целевых условиях работы и во время клинической практики за рубежом. Первая часть обеспечивает теоретическую основу для представления различных упражнений, направленных на преподавание медицинского английского языка. Медицинская терминология является одной из специфических пластов лексики, которая в силу особенностей структурно-семантического, словообразовательного и стилистического характера отличается от общеупотребительных слов и, тем самым, занимает особое место в лексической системе языка.*

**Ключевые слова:** *ЭМИ, медицина, язык, лексика, словообразование.*

**Introduction:** As far as English for Medical Purposes (EMP) is concerned, it includes the needs of both medical students (ESP and EAP – English for Academic Purposes) and those of practicing doctors (EOP – English for Occupational Purposes).

During their EMP course medical students are prepared for the use of the English language in their target situations, that is, the situations they will meet during their studies and at their future work. In relation to this, the designing of each EMP course should be preceded by the analysis of the students' current language needs, the needs concerning their future occupation or their plans for the future, and the analysis of the language used in their target situations. For this reason the

syllabus of EMP courses should comprise the use of English in the following areas:

- 1) reading scientific papers,
- 2) verbal communication with patients and medical staff,
- 3) written medical communication (writing case histories, referral letters to specialists, filling in medical documents, etc.),
- 4) delivery of papers and presentations at international conferences.

Medical students must learn specialist vocabulary since it is necessary in the development of all the skills which are required in their professional setting. Both medical students and practicing doctors get scholarships in hospitals all over the world so they are aware of the importance of learning medical terminology [1, p. 72]. While working in foreign hospitals they must communicate with both patients and medical staff. Students and doctors must acquire medical vocabulary which will allow them to write in a proper way case histories, give orders to the patients and nurses and discuss problems with patients and hospital staff. They also must read scientific literature, deliver speeches and participate in discussions at medical conferences. They should therefore know the grammatical structures and lexis typical of the language used in these situations. The gap between the students' current language knowledge and target proficiency must be covered by the mastering of Medical English (ME). Medical students have a strong motivation to learn ME, which influences their willingness to succeed in language learning. They are

aware of the fact that the language they learn will be a helpful instrument in getting status and a better job, that having mastered the medical language they will be able to participate actively in the exchange of scientific knowledge in the international arena, which is one of the requirements for being promoted in their present or future work. They know that the better their Medical English, the easier the contact with foreign patients, colleagues and the literature will be.

Medical students need to learn what specialist words mean, how they are used and how they are pronounced. The choice of words in communication depends on the style and register used in a certain context, for example, doctors use different registers when talking to a patient and when talking to a member of medical staff (a nurse or another doctor). Students usually want to expand the amount of vocabulary stored in their memory since it is the best measure of their language improvement. Vocabulary development is a major area of concern in ESP courses, which is consistent with Saville-Troike's (1984) statement with regard to academic achievements that "Vocabulary knowledge is the single most important area of second language competence". Showing how words combine together and behave both semantically and grammatically, and indicating which words should be used in a particular context is an important part of syllabi of all ESP courses. The importance of the teaching of vocabulary to participants of ESP courses has been stressed by a number of scientists (e.g. Saville-Troike, 1984; Swales, 1983; Swales and Feak, 1994/2004) [2, 110].

Medical vocabulary for ESL students should focus on teaching some of the basics. Medical vocabulary is a specialized field, and there are plenty of very complex medical terms that doctor's use. In fact, entire dictionaries are devoted to the field of medical vocabulary and to understanding what the names of diseases, medicines and conditions mean. However, most of these complex medical words are not necessary when teaching medical vocabulary to ESL students. Instead, focus on fundamental medical concepts that a person new to America may need to know.

Medical terminology is language used to precisely describe the human body including its components, processes, conditions affecting it, and procedures performed upon it. Medical terminology is used in the field of medicine. Notable aspects of medical terminology include the use of Greek and Latin terms and regular morphology, with the same suffixes and prefixes used quite consistently for a particular meaning. This regular morphology means that once a reasonable number of morphemes are learned it becomes easy to understand very precise terms assembled from these morphemes. A lot of medical language is anatomical terminology, concerning itself with the names of various parts of the body. In forming or understanding a word root, one needs a basic comprehension of the terms and the source language. The study of the origin of words is called etymology. Whether you are a teacher or an ESL student, learning medical vocabulary involves selecting a list of appropriate vocabulary words and learning their definitions. Medical vocabulary can be some of the most important words an ESL student needs to learn. Without medical vocabulary, it could be difficult or impossible for a non-English speaker to get the help he or she needs in the event of a medical emergency[3, p. 223].

**Conclusion:** To conclude, the teaching of specialist vocabulary is an essential part of ESP courses. The basic methodological principles with regard to teaching new words are:

- 1)The words should be presented in context which shows how they are used.
- 2)The words should be practiced and consolidated through a variety of exercises, such as: blank-filling, multiple choice, categorization, providing synonyms, antonyms, crossword puzzles, collocations, word-formation, studying concordance lines.
- 3)Receptive tasks should be combined with creative ones.
- 4)The strategy of deducing the meaning of words from context is one of the indispensable strategies used in vocabulary learning.
- 5)Vocabulary exercises should offer new information being grounded in the students' knowledge of the mainstream subjects. These exercises should be interesting, useful and enjoyable.

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