

Übersetzen als Mittel zur Vermittlung klinischer Terminologie

Rosanna Abdullaeva

Medizinische Akademie Taschkent, Taschkent Usbekistan

E-Mail: rosanna67@mail.com

Uktam Esanov

Medizinische Akademie Taschkent, Taschkent Usbekistan

E-Mail: Uktam-1957@mail.ru

Nargiza Eshbaeva

Medizinische Akademie Taschkent, Taschkent Usbekistan

E-Mail: e.kamilka@gmail.com

Faiza Nurmatova

Medizinische Akademie Taschkent, Taschkent Usbekistan

E-Mail: faizanurmatova6565@gmail.com

Zusammenfassung. Der Artikel widmet sich den Fragen des Übersetzungsunterrichts, dem "Wesen" der Übersetzung, die Hauptfunktionen der Übersetzung werden bestimmt. Die Anforderungen an eine qualitativ hochwertige Übersetzung werden formuliert. Der Beitrag geht auf die Probleme ein, die bei der Übersetzung des Textes aus dem Russischen ins Usbekische entstehen und erhebliche Schwierigkeiten bei der adäquaten Übersetzung verursachen; skizziert die Ziele und Zielsetzungen der medizinischen Übersetzung; Es werden die Besonderheiten, allgemeinen und besonderen Probleme der Übersetzung medizinischer Terminologie bei Lehramtsstudierenden an medizinischen Universitäten analysiert.

Schlüsselwörter: Übersetzung; medizinische Terminologie; professionelle Kommunikation; Terminologisches System der Medizin; Vereinheitlichung des Begriffs, Merkmale der Übersetzung

Translation as a means of teaching clinical terminology

Rozanna Abdullaeva

Tashkent Medical Academy, Tashkent Uzbekistan E-mail: rosanna67@mail.com

Uktam Esanov

Tashkent Medical Academy, Tashkent Uzbekistan E-mail: Uktam-1957@mail.ru

Nargiza Eshbaeva

Tashkent Medical Academy, Tashkent Uzbekistan E-mail: e.kamilka@gmail.com

Faiza Nurmatova

Tashkent Medical Academy, Tashkent Uzbekistan E-mail:

faizanurmatova6565@gmail.com

Abstract. The article is devoted to the issues of teaching translation, the "essence" of translation, the main functions of translation are determined. The requirements for high-quality translation are formulated. The paper touches upon the problems that arise when translating the text from Russian into Uzbek, which cause significant difficulties in adequate translation; outlines the goals and objectives of medical

translation; the specifics, general and particular problems of translation of medical terminology in teaching students of medical universities are analyzed.

Keywords: translation; medical terminology; professional communication; terminological system of medicine; unification of the term, features of translation; lexical difficulties of translation

The implementation of the language policy in the Republic of Uzbekistan determines new methodological approaches to the study and official use of Uzbek, Russian and other languages. The restoration of the status of the Uzbek language as the state language contributes to the expansion of its social functions in the field of official business communication.

The change in the social role of the Russian language as an interethnic language has led to a narrowing of the scope of its application in the conditions of sovereign Uzbekistan, taking into account demographic, political and social conditions. All this led to some decrease in the motivation to study it. At the same time, it should be recognized that in interstate relations the Republic of Uzbekistan uses the Russian language as one of the world languages. The information value of the Russian language does not decrease, which currently provides a significant amount of generally significant information, especially of a scientific and technical nature.

Russian medical terminology is built on a Latin-Greek basis. All scientific areas of scientific vocabulary were developed from Greek and Latin words. Uzbek medical terminology is no exception.

The terminology of the Uzbek language has a long history, which dates back to the time of Avicenna. The works of Avicenna and other doctors were influenced by the works of the scientists of ancient Greece and Rome. Medical terminology has come a long way of development, which was influenced by the terminology of Europe, and later of Russia. In the development of medical research, terminology also developed, which penetrated into the works of scientists of Central Asia.

At present, the Uzbek language is considered their native language by most of the population of Uzbekistan, some of those living in Kazakhstan, Kyrgyzstan, Tajikistan, and Turkmenistan. In Uzbekistan, most of the studies describing the issues of medicine are written in the Uzbek language.

Proficiency in Russian is one of the conditions for improving the quality of training of highly qualified specialists. This is the key to the achievements of domestic and world culture, science, literature and art.

A significant number of theoretical scientific and scientific-practical studies of researchers is devoted to the study of anatomical, dental, surgical, oncological and other systems.

When writing these works, it is necessary to unify the medical term, its adequate translation, which create certain difficulties in understanding.

In the conditions of the modern language situation, medical education faces an important task - the formation of the ability to solve various communicative tasks by language means in certain areas and situations of communication.

Research method.

Achieving this goal is directly dependent on the use of effective methods, techniques and teaching aids. One of these methods is teaching translation. [Zamkovaya N., Moiseenko I. Innovative forms of work in the lessons of Russian as a foreign language. Tallinn, 2006.- P.6]

Today, the main part of medical terms are translated from Russian, although their translation from other European languages (English, German, French) cannot be ruled out. In this connection, there are problems with the translation and disorder of medical terminology.

According to M.I. Chernyavsky, "the disorder of medical terminology both in Russian and in other languages continues to be a serious obstacle in the exchange of scientific information, in its machine processing, creates great difficulties in adequate scientific translation of medical literature" [Chernyavsky M.N. Latin language and fundamentals of medical terminology / M. N. Chernyavsky. - M., 1996. - 336 s: 410-420].

The study of terminological systems and subsystems of medicine, which includes anatomical, clinical and pharmaceutical terminology, is currently the most relevant, since the problem of adequate translation is the most painful

The integration of various branches of science, the emergence of new areas, the integration of scientists from Russia and Uzbekistan in conducting joint research, educational programs, grants and projects for the training of students and applicants, in turn, cause the integration of term systems and the development of highly specialized terminology.

Training of qualified translators of medical texts from Russian into Uzbek and vice versa was not carried out until recently. Until now, doctors themselves, researchers or philologists of the language departments of medical universities have been doing this.

Traditionally, medical concepts and terms in the learning process are introduced through direct translation, which, however, does not give the expected results, since "neither the pragmatic nor the semantic aspects will be fully implemented if foreign students studying Russian have no idea about semantic differences of equivalent words caused by the peculiarity of the vocabulary, which coincides in the main meaning. The teacher's understanding of the linguistic features of the material and the use of more than one method of translation allow him to avoid an important mistake.

The teacher's understanding of the linguistic features of the material and the use of more than one method of translation allow him to avoid an important mistake. The translation of lexical units only allows you to learn words out of context. Terms, words, phrases in readable texts should become the object of mental operations of inferential activity" [Motina E.I. Language and specialty: linguo-methodological foundations for teaching Russian to non-philologist students. - M.: Russian language, 2002. - P.89.], and this requires a situational context for the professional use of these terms.

The situational context in the process of teaching the Russian language to students of medical universities is created primarily through language teaching material that contributes to effective and intensive learning of a non-native language.

The situational context involves working with linguistic material, which in essence is:

1) frequent lexical and syntactic units in medical professional speech. Ready-made template constructions and clichés of medical subjects make it possible to intensify the cognitive activity of medical students and facilitate the construction of professional speech in a real situation based on these language units;

2) an educational vocabulary of medical terms in Russian, which incorporates the necessary minimum of the basic terminological apparatus of medical science. The educational dictionary of medical terms in Russian is the basis for medical labeling of the text, since it is medical terms that serve to designate concepts about any medical subject or phenomenon;

3) a glossary of the basic concepts of the Russian language, which allows you to get information about the main linguistic features of the Russian language that are necessary in the process of studying it.

Step-by-step and dosed teaching of medical terms in Russian should be built on the basis of the principles of accessibility and continuity in teaching, taking into account the emerging difficulties in mastering medical terms.

The study of medical terms should be aimed at identifying and describing their semantic properties, which naturally may differ from the meaning of the units associated with them in the Uzbek language. "It is especially important to pay attention to this when teaching the language of a specialty, since it is this language that forms the future specialist and mastering it is the student's first priority.

The purpose of teaching vocabulary is to form in the mind of the student the meaning of the Russian word in full component composition, in which it is in the mind of a native speaker, which, in turn, allows us to talk about the student's mastery of the concept of the studied specialty "[Krudysheva A.M. Technology of teaching foreign students of economic terminology in Russian language classes. Author. diss.... cand. ped. Sciences. - St. Petersburg, 2003. - S. 9.]

The correct translation of terms as key units of a special text is a necessary condition for the accuracy of the translation of the entire special text. Meanwhile, when working with texts in the specialty, non-specialists quite often encounter difficulties associated with the correct understanding and translation of terms.

The most important requirement for a translator is the availability of basic knowledge in medicine, from which the problem of high-quality translation arises. Unfortunately, today there are very few specialists of this class, despite the high demand for them.

Medical literature contains such extensive information, including not only simple concepts of biology, but the latest terms. It includes general medical and highly specialized terms in the areas of medicine.

Any word can act as a term. A term is not a special word, but only a word in a special function, the function of naming a special concept, the name of a special

object or phenomenon ”[Danilenko V.N. The world of terminology. – M.: 2000. – Issue 20. – 32 p.].

In the Uzbek language, borrowings in medical terminology have a different origin, but the largest class is made up of terms that came from Latin through Russian, which is due to both extralinguistic reasons and the status and influence of the Russian language on various areas of medical literature.

Teaching the Russian language in a medical university has a number of features. If in other universities the professional orientation of the studied language material is based on the knowledge of the natural science subjects of the school, then in a medical university they begin to study professionally oriented material in Russian even in the preclinical course.

The difficulty of mastering the educational material is due to the fact that students are forced to work with concepts that even in the Uzbek language do not seem quite clear. Therefore, the specifics of training at a medical university are a clear focus and objectivity. Students acquire the language primarily as a means of obtaining additional information in their specialty. [M.V. Shirinyan, S.V. Shustov. Difficulties in medical translation and ways to overcome them when teaching students of non-linguistic universities. / Language and culture. M.: 2018.-295-313]

Due to educational translation, students can not only learn the basics of translation techniques, but also consolidate knowledge related to many aspects of the language: style, syntax, grammar, vocabulary. That is why educational translation is an integral part of the curriculum. It is important to take into account that translation in the learning process acts as a means of forming skills and developing skills in all types of speech activity - speaking, reading, listening and writing.

According to the classification of medical translation, medical translation, like any other, is divided into written and oral [Vasina V.M. Accent design of terminological phrases in English medical discourse: author. dis. ... cand. philol. Sciences. Ivanovo, 2006. 24 - 7–8].

An analysis of the practice of teaching the Russian language in national groups of medical universities gives grounds to speak of “insufficient use of translation” [Lavrova O. N. Metaphorization of linguistic terms in the lessons of the Russian language. On Sat. Herzen Pedagogical Readings. St. Petersburg, 2002, 11–15]

In many respects, this is predetermined by the insufficient practice of using translation exercises in the methodology of teaching the Russian language to medical students.

There are objective reasons that affect the quality of the methodology:

1. A small number of developed exercises of this type in the current textbooks of the Russian language for medical universities;
2. Insufficient knowledge of teachers of various types, forms, types of translation work;
3. Lack of relationship in learning and teaching Russian and Uzbek languages.

When compiling the material for training, exercises are used that are of the following nature: a) analytical, b) synthetic, c) analytic-synthetic.

When performing exercises, oral and written translations are used, which are

performed after reading or listening to material in the specialty (anatomical and clinical vocabulary).

When performing these exercises, “some psychological difficulties” arise [Khaleeva, I.I. Fundamentals of the theory of teaching the understanding of foreign language speech (preparation of translators) / I.I. Khaleev. M.: VSH, 1989. - 238], which can be divided into two groups: personal and methodical. It is necessary that the exercises are selected according to the principle of division of difficulty, which involves the assimilation of compulsory vocabulary and different types of models and clichés.

A separate group is the exercises that should develop the skills of comparing morphological and lexical models, while taking into account the level of proficiency in native and foreign languages. Conducting a translation methodology, it is necessary to carry out preliminary preparation: special lexical training, preparation of lexical supports, prepare textbooks in the specialty that give an idea of the subject of translation.

To determine the level of proficiency in Russian medical terminology, medical students selected educational and language tasks from program educational and methodological sources for the academic discipline regarding the lexical and grammatical analysis of medical terms and the specifics of their use in speech.

The educational and language material for the ascertaining section included tasks aimed at identifying the level of knowledge of informant students:

- 1) meanings of medical terms;
- 2) correct pronunciation and spelling of medical terms;
- 3) grammatical properties of medical terms;
- 4) stylistic nuances of their functioning in professional medical speech;
- 5) rules of speech culture and medical etiquette when using medical terms.

I. Tasks to identify the level of knowledge of informant students of the meanings of medical terms.

1 task. Answer the questions using the appropriate medical terms

1. «Что представляет собой самая крупная железа, участвующая в процессах пищеварения, обмена веществ, кровообращения, обеспечивает постоянство внутренней среды организма?»

2. «Чем является вакуоль?»

3. «В какой области медицины изучаются анатомия и физиология органов зрения, болезни глаза и разрабатываются методы лечения и профилактики?»

4. «Что представляет собой оболочка клетки?»

5. «Как называется наука о клетке, изучающая строение и функции клеток, их связи и отношения в органах и тканях, исследует клетку как важнейшую структурную единицу живого?»

2-task. Match these terms with their meanings:

Клетка	Основной элемент скелета
Онкология	Наука о тканях
Кость	Основная структурная и функциональная единица жизни

Бактерии	Трубчатые воздухоносные ветви трахеи
Гистология	Группа микроскопических, преимущественно одноклеточных организмов
Вакуоль	Наука о строении (преимущественно о внутреннем) организма
Анатомия	Полость в цитоплазме, заполненная клеточным соком
Генетика	Наука об опухолевых заболеваниях
Бронхи	Наука о клетке
Цитология	Наука о закономерностях, изменчивости и наследственности

3 task. Group the terms into two groups: a) the names of the body structure; b) titles of sections of medicine.

Лазеротерапия, ухо, рибосомы, гематология, спинной мозг, стоматология, фармакология, физиология, внутренние болезни, паллиативная помощь, дерма, терапия, геронтология, офтальмология, клиника, кровь, легкие, матка, пищевод, ген.

4 task. Indicate what meanings the following term elements attach to medical terms.

1. **Ангио...** – ангиология, ангиолипома, ангиома, ангиометр;
2. **Гемо...** – гемартроз, гематоген, гематология, гематоракс;
3. **Кардио...** – кардиограмма, кардиостимулятор, кардиомегалия, кардиалгия;
4. **Гидро...** – гидролиз, гидроцефалия, гидронефроз, гидрометр;
5. **Иммуно....** – иммунодиагностика, иммунопатология, иммунохимия;
6. **Орто....** – ортогения, ортопедия, ортопсихиатрия, ортодонтия;
7. **.....-ит** – ларингит, отит, фарингит, эндокардит;
8. **Мио...** – миозит, миограф, миома, миокард.

II. Tasks to identify the level of knowledge of students-informants of the correct pronunciation and spelling of medical terms.

1 task. Put the stress on the following words.

Артерия, нарушение, заболевание, ранение, дело, группа, микстура, обстоятельство, суспензия, стадия, лекторий, санаторий, дуга, тело, ядро, соединение, волокно, связка, ребро, надхрящница, функция, ординатор, барометр.

III. Tasks to identify the level of knowledge of students-informants of the grammatical properties of medical terms.

1 task. Determine how the compound adjectives that make up the term are formed.

Тазобедренный таз (бедро), голеностопный голень (стопа), нижнечелюстная кость, каменисто-затылочная щель, клиновидно-нёбная вырезка, межфаланговый сустав, подъязычная кость, опорно-двигательная система, подглазничное отверстие, спинномозговой нерв.

2-task. Fill in the correct verbs in place of the dots.

1. Мышцы человека, как и скелета, мезодермы. 2. более 400 скелетных мышц. 3. Поперечно – полосатые мышцы к костям скелета. 4. К поперечно – полосатым мышцам сердечная мышца. 5. Поперечно-полосатые мышцы положение тела в пространстве и его движение. 6. Вместе со скелетом телу форму. 7. Для сокращения и расслабления мышц затрата энергии. 8. В качестве источника энергии молекулы АТФ. 9. В каждом мышечном волокне..... чувствительное нервное окончание. 10. Кора связь с подкорковыми ядрами и мозжечком, т.е. интегрирующую функцию в регуляции движений.

3 task. Make up a complex sentence with a subordinate clause from two simple sentences.

1. Гормоны регулируют гормональные нарушения. Гормональная мазь наносится на кожу лица.

2. Болезнь поразила кожу лица. Мазь применялась очень долго.

3. Содержание гормонов в крови превышает определенный уровень. Снижается поступление в кровь гормона гипофиза.

4. У больного желездефицитная анемия. Уменьшается число эритроцитов в крови и падает гемоглобин.

5. Компоненты мази попадают через кожу в кровяное русло. Они способны оказывать общее действие на патологические процессы в организме.

IV. Tasks to identify the level of knowledge of students-informants of the stylistic nuances of their functioning in professional medical speech.

1 task. Insert the necessary preposition with and for. Use the words and phrases in brackets in the correct form.

1. Костные трансплантаты пересаживают(деформации скелета) и (сколиозы). 2. Костные трансплантаты пересаживают (нарушения функции суставов) и(остеомиелиты). 3. Костные трансплантаты пересаживают (косметические операции). 4. Хирург не всегда может получить необходимый(восстановительная операция) трансплантат нужной формы. 5. Сухой мелко нарезанный кетгут добавляется в синтетическую кость.... (придание ей пористости).

2-task. Transform the patient's remarks for recording in the medical history.

«1) В животе режет. 2) Я часто икаю. 3) Я кашляю. 4) У меня в горле иногда жжёт, а иногда першит. 5) Меня тошнит и рвёт после еды. 6) Кровь к голове приливает. 7) Меня знобит. 8) Голову распирает. 9) Ноги сводит. 10) В ушах то звенит, то шумит. 11) Нос заложило. 12) В груди хрипит. 13) Во рту пересохло. 14) Во рту горчит. 15) Мне трудно дышать. 16) Мне больно глотать. 17) Боль в желудке то схватывает, то отпускает. 18) Часто сильно потею, особенно ночью. 19) Мне страшно, боюсь умереть, когда сильно болит сердце.»

V. Tasks to identify the level of knowledge of informant students of the rules of speech culture and medical etiquette when using medical terms.

1 task. Describe the questions to the visitor in terms of the rules of speech culture and medical etiquette.

1. Чем могу быть полезен?
2. Чем могу служить? Что вам угодно?
3. Вы по какому делу(вопросу)? Какой у вас вопрос? Какое у вас (ко мне) дело? Что привело вас сюда(ко мне)?
4. Вы ко мне? Вы не ко мне? Вы меня ждете?

2-task. Ask the patient:

«Встать; повернуться к вам спиной; скрестить руки на груди; свести лопатки; развести лопатки; дышать (глубже, ровно; грудью, животом, ртом, носом); задержать дыхание; широко открыть рот и сделать глубокий вдох / выдох; немного выдохнуть и задержать дыхание, не напрягая живота; покашлять; откашляться; расслабиться». [Абдуллева Р.М. Русский язык./Абдуллаева Р.М., Ташкент: «O‘zkitobsavdonashriyoti» 2020.- 220-238]

CONCLUSION

The result of the exercises performed is the formation of the skill of translating texts in the specialty.

Medical translation plays an important role in the training of future doctors, as it is directly related to a person's life and health. With the development of medicine as a science, medical translation is becoming very popular.

The most stringent requirements are imposed on translated documents translated from Russian into Uzbek for patients, in which there should be nothing incomprehensible to the patient. Terms and Latin are allowed in translations intended for doctors.

The requirements for translations, which are submitted along with documents to regulatory authorities, are minimal, and even stylistic errors are possible.

Training of modern highly qualified specialists in the field of medicine, who speak Russian and are ready for international professional cooperation, is one of the most important tasks of modern education.

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