



**The special periodical journal of Uzbekistani
writers and scholars held in Egypt,
Alexandria University**

**Alexandria University
Conference Magazine**

Alexandria, Egypt 2022

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ISSN 0168-7832



9 770168 783305

PRESIDENT'S LETTER

No .. I don't like to read to write, and I don't like to read to get older in math appreciation .. But I like to read because I have only one life in this world, and one life is not enough for me, and it does not move all the motives of movement in my conscience. Reading alone is what gives me more than one life in the span of a person's lifetime, because it increases this life in terms of depth, although it does not prolong it by the amounts of calculation

“Abbas Akkad”

“I would like to start with this word by the writer Abbas Mahmoud Akkad

Abbas Al-Akkad is an Egyptian writer, thinker, journalist and poet, and he has made great contributions to Egyptian literature and thought, and based on this, he evokes his famous phrase” (reading alone gives one person more than one life; because it increases this life in depth, although it does not prolong it by the amount of calculation””

As this is the phrase that describes this distinctive literary experience quotes from Uzbekistan , which includes a number of different articles by a constellation of writers from the state of Uzbekistan, where this book is a different and distinctive literary experience, where we see the different aspects of life in the Fraternal state of Uzbekistan, old and present, and we see her independent vision of the future among the aspects of the state of Uzbekistan at all levels, both cultural, intellectual, humanitarian, historical and scientific , Where the writings took us to the charming historical alleys of Khorezm and we moved to the art of dance and the traditional Uzbek graceful movements and we moved to the students < study and scientific trip all this in graceful words and a wonderful description that we have conveyed between the next articles, the exchange of translation and cultural and literary diversity between the Arab Republic of Egypt and the state of Uzbekistan is a close proof of the strength of the extended mutual relations between the two countries since the ancient Silk Road was established to this day, as The Republic of Uzbekistan is located in Central Asia, it was one of the republics of the former Soviet Union and gained its independence after its collapse in 1991 , it is bordered to the north by Kazakhstan, to the South by Afghanistan and Turkmenistan, to the East by Kyrgyzstan and Tajikistan, to the West by Kazakhstan, its capital is Tashkent, and the Uzbek language is the official language with a large percentage of those who speak Russian .

Egypt recognized the independence of the Republic of Uzbekistan on December 26, 1991 , and in December 1992, President Islam Karimov visited Cairo at the head of a large

government delegation, during which an agreement on the foundations of relations and cooperation between Egypt and Uzbekistan, an agreement on economic, scientific and technical cooperation, an Air Transport Agreement, and an agreement on the promotion and protection of investments were signed, and these agreements represented the basis on which bilateral relations were later based, and a high-level delegation headed by Deputy Prime Minister of Egypt at that time Dr. Kamal Al-Ganzouri visited Tashkent on January 23, 1992, during which a joint statement was signed to establish diplomatic relations between the two countries

The two countries are constantly keen on exchanging visits between cadres, to discuss ways of joint cooperation between the two countries in various engineering sectors during the current period, and to push the economic relations between the two countries into a partnership that serves both parties, and we hope in the future more ways of joint cooperation between the two countries .

Asmaa Ahmed
PhD researcher

About Alexandria University



In 1938, the nucleus of the Alexandria University (formerly known as Farouk University) had its beginning in the form of two faculties of Fouad the First University. These were the faculties of Arts and Law. The faculty of Engineering was then established in 1941.

In the light of the need for developing more disciplines for higher learning and with a view towards meeting the need of the people of Alexandria, Alexandria University became a separate entity in August 1942 with four additional faculties: Science, Commerce, Medicine and Agriculture.

In 1952, it became «Alexandria University». Since then, the University witnessed growth and expansion in several fields: the number of Faculties and high institutes increased to 22.

Believing in its role towards Arab and African countries, Alexandria University established in 1960 in Beirut, Lebanon, «Beirut Arab University» which is run and supervised by educational and administrative cadres from Alexandria University.

Recently, Alexandria University is working on the establishment of a branch in Juba, south of Sudan, and in N'djamena in Tchad.

Alexandria University aspires to restore the historic status of Alexandria University and to achieve a comprehensive qualitative leap in various fields of knowledge within a frame work of noble human values, enabling it to take a leading position in its national, Arab, African, Mediterranean and global environments.

FEATURES OF TEACHING MEDICAL TERMINOLOGY TO MEDICAL STUDENTS IN UZBEKISTAN



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Annotation: The article describes the features of teaching medical terminology to Uzbek-speaking students of medical universities in Uzbekistan, discusses the conditions for the functioning and learning of Russian medical terminology, describes the stages of training, their content and forms of use. A description is given of the use of teaching technology, which includes structural units that most represent the linguo-methodological nature of medical terms, used at the introductory, training stages and at the stage of speech practice and the situation of implementing the doctor's communicative roles

Keywords: teaching methods, situations of implementation of communicative roles medical terminology, difficulties in understanding, problems of professionally oriented education.

The basis of teaching the Russian language to students of medical universities in Uzbekistan, both as a means of obtaining a specialty and as a means of professional business communication, is, first of all, teaching medical vocabulary and terminology, designed to ensure a professional level of language proficiency and replenish students' vocabulary.

Teaching medical vocabulary and terminology for medical students studying Russian as a non-native or foreign language is an effective means of professional and social

orientation in a non-philological university, provided that they comply with the following conditions:

- the presence of clearly formulated goals of speech activity;
- social and professional orientation of speech activity;
- satisfaction of trainees in solving particular problems;
- the formation of students' creative approach to solving particular problems;
- favorable psychological climate in the educational team.

Compliance with these conditions will facilitate the process of assimilation of medical terminology.

In terms of the professional activity of future doctors, teaching medical vocabulary and terminology should contribute to "the formation and timely correction of students' linguistic and communicative skills and abilities. This difficulty occurs in the process of assimilation by students of special terminology, turns of speech and their use in colloquial and business speech, in connection with which, in the process of teaching, emphasis is placed on the content-thematic plan of professionally-oriented educational materials that are close to the authentic use of special vocabulary in course of purposeful communicative interaction". Teaching medical vocabulary and terminology, therefore, is based on the analysis of authentic texts in the specialty.

Ensuring the productive assimilation by medical students of specialized knowledge in Russian, in particular medical vocabulary and terminology, involves paying special attention to linguistic diversity, diversity and mediation of specific vocabulary in the field of scientific interaction, that is features of the functioning of medical vocabulary and terminology in professional speech.

According to D.D. Dmitrieva, it is more difficult to teach dialogic speech to medical students in the Russian language classes than monologue, since the dialogue is characterized by reactivity and situationality. Reactivity as one of the features of the dialogue causes objective difficulties for students and teachers due to the fact that:

- 1) the response of the interlocutor can be unpredictable, so it is difficult to adhere to a certain logic of the conversation;
- 2) students may not possess the necessary social skills of dialogic speech, in particular, they may not be able to communicate with people, show interest in the content of the interlocutor's statement, politely answer questions, keep up the conversation, etc.;
- 3) in the process of dialogue, the interlocutors need not only to be able to speak, but also to listen, which is not always observed and not by all participants in the communicative act.

Situation, being the second important feature of the dialogue, determines “the motive of speaking, which is the source of the generation of speech. The given situation of dialogic utterance, as well as students’ understanding of the speech task, determine the success of dialogic communication in Russian language classes.

Consequently, the situationality, along with the reactivity of the dialogue, leaves some imprint on the process of forming the skills and abilities of conducting dialogic speech by medical students in Russian. The insufficient formation of these skills and abilities creates difficulties in their professional speech communication in the medical field.

Interpersonal communication is an integral part of the professional activity of doctors. So, at the level of interpersonal communication, information is obtained about the patient and his anamnesis, heredity; explain the diagnosis and treatment to the patient, provide relatives with information about the patient; exchange information about the patient’s diagnosis and the nuances of therapy, etc.

With incorrect interpersonal interaction between the patient and the doctor, iatrogenic pathology is possible; therefore, the doctor is responsible for the correct diagnosis and therapy.

Professional speech communication of medical students in Russian involves:

- 1) knowledge of special medical vocabulary and terminology;
- 2) skills and abilities of constructing monologue and dialogic speech in situations of professional communication that are relevant for physicians.

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