



TEACHING NOUN ROD CATEGORIES TO STUDENTS IN UZBEKISTAN LANGUAGE GROUPS OF MEDICAL UNIVERSITIES

Xoliqulova Nodira Turdiqulovna

Teacher, Department of Uzbek and Foreign Languages No. 1,
Tashkent State Medical University (Tashkent, Uzbekistan)

Abstract

This article discusses the linguistic and didactic foundations of teaching the gender category of nouns in Russian and other foreign languages to students studying in Uzbek language groups of medical universities. It also analyzes the theoretical and practical significance of the gender category, typical errors that occur, and methods for eliminating them, using the example of medical terminology.

Keywords: Rod category, medical terminology, linguistic didactics, contrastive analysis, morphology.

Introduction

In the context of globalization, it is important for students studying in the medical field to master foreign languages, in particular Russian. Since a large part of medical literature is in Russian and other languages, students need to master grammatical categories in depth. Nowadays, intercultural interaction is becoming increasingly relevant, especially in the field of medical education. The study of grammatical categories in Uzbek groups of medical students is one of the main aspects. Understanding the specific features of the grammatical structure of the language allows for more effective communication and interaction in a multinational environment, which is an integral part of the professional activities of future medical students. In this article, we will consider the main trends and specific features of the study of noun categories in Uzbek groups of medical students, as well as identify possible problems and ways to overcome them.

Introduction. In the context of globalization, it is important for students studying in the medical field to master foreign languages, in particular Russian.



Since a large part of medical literature is in Russian and other languages, students need to master grammatical categories in depth. Nowadays, intercultural interaction is becoming increasingly relevant, especially in the field of medical education. The study of grammatical categories in Uzbek groups of medical students is one of the main aspects. Understanding the specific features of the grammatical structure of the language allows for more effective communication and interaction in a multinational environment, which is an integral part of the professional activities of future medical students. In this article, we will consider the main trends and specific features of the study of noun categories in Uzbek groups of medical students, as well as identify possible problems and ways to overcome them.

The correct use of grammatical rules, including the category of rod, is a manifestation of respect for the language and culture of the Uzbek people, which is especially important for medical personnel working with Uzbek patients. Therefore, studying the category of rod of nouns in Uzbek groups is an important part of the training of future medical specialists, helping them to correctly understand, use and respect medical terminology in the Uzbek language. Uzbek is one of the most widely spoken Turkic languages and is the official language of Uzbekistan. It has its own characteristics that can affect the study of medical terminology. The Uzbek language has its own sounds that may be unfamiliar to speakers of other languages. This makes it difficult to pronounce medical terms correctly, especially if they contain sounds that do not exist in other languages. The Uzbek language has a unique grammatical structure, with nouns inflected according to gender, number, and case. A proper understanding of these grammatical features is essential for the correct use of medical terminology.

Uzbek is one of the most widely spoken Turkic languages and is the official language of Uzbekistan. It has its own unique features that can affect the learning of medical terminology. Uzbek has its own unique sounds that may be unfamiliar to speakers of other languages. This can make it difficult to pronounce medical terms correctly, especially if they contain sounds that are not found in other languages. A proper understanding of these grammatical features is essential for the correct use of medical terminology.

These are the main rules and features of the rod category in the Uzbek language. Understanding these rules will help you learn the Uzbek language and use grammatical forms correctly when translating medical terms. Learning medical

terminology in Uzbek requires taking all of these features into account so that students can communicate effectively, work, and study in the medical field in an environment where the Uzbek language is used as the main means of communication:

1. Linguistic analysis: Medical students can study the gender category through linguistic analysis of the Uzbek language. They can study the formation and usage characteristics of words in different categories, as well as learn specific grammatical constructions related to the gender category.

2. Sociolinguistic approach: Students can study the category of gender in a sociolinguistic context by examining how gender differences in language reflect the socio-cultural characteristics of Uzbek society. This approach can help students understand how socio-cultural factors influence the use of gender in medical terminology.

3. Cognitive approach: Students can study the category of rod through a cognitive approach, learn how people perceive and interpret information about rod in medical terminology text. They can study the cognitive processes related to the perception and understanding of information about biological processes, organs and conditions of the human body based on the category of rod.

4. Comparative analysis: Students can conduct a comparative analysis of the category rod in Uzbek and other languages used in medical terminology. This will allow them to understand the specific features of the use of rod in different languages and its impact on the understanding of medical information and communication. These are several possible methods and approaches to studying word categories in Uzbek medical university groups. Each of them can be useful for understanding the specific features of the use of rod in Uzbek medical terminology.

Conclusion

Teaching the category of rod in Uzbek language groups of medical universities is a complex but necessary process. This grammatical category ensures the accuracy of professional speech, the correctness of the scientific method, and terminological literacy. The combination of a contrastive approach,

professionally oriented exercises, and modern pedagogical technologies in teaching rod leads to high efficiency. Thus, thorough mastery of the category of rod in the process of medical education serves as an important factor in increasing the professional competence of future doctors.

References

1. Azizov O., Mirzayev M., Safayev A., Buribekova A., "Comparative grammar of Uzbek and Russian languages"-Tashkent, 1965-471 p.
2. Zaliznyak, A.A. Grammatical dictionary of the Russian language / A.A. Zaliznyak. - Moscow: Russian language, 1977. - 879 p.
3. Tolipova R., Tursunova I., Melikulova I. (comp.) Russian-Uzbek and Uzbek-Russian training dictionary. Tashkent: Spectrum Media Group, 2018. - 1
4. Valgina S.N., Rosenthal D.E., Fomina M.I. Modern Russian Language 6th ed. Revision and Supplement. -M.: Logos. 2002-528 p.
5. Medical terminology: textbook for medical universities. Edited by A. I. Shevchenko. 228 p.
6. Shahnoza, A. (2022). ФРАНЦУЗ ТИЛИ ТИББИЙ ТЕРМИНОЛОГИЯСИДА СТАТИСТИК-КОМБИНАТОР МЕТОДЛАРИНИНГ ИШЛАТИШИ.
7. Ziyoda, A., Mukaddam, S., & Shakhnoza, A. (2019). Communicative peculiarities of impersonal sentences in English discourse. Вопросы науки и образования, (7 (53)), 82-84.
8. Abrayeva, S. (2022). DYU GARA ASARLARIDAGI FRAZEOLOGIK BIRLIKLARNING FUNKSIONAL STILISTIK VAZIFALARI.
9. Esonovna, A. S. (2023). ZAMONAVIY TIBBIYOTNING TERMINOLOGIK TIZIMI. Новости образования: исследование в XXI веке, 1(9), 1324-1327.
10. Esonovna, A. S. (2023). TIBBIYOT TERMINOLOGIIYASIDA LOTIN VA YUNON TILLARINING ANAMIYATI.
11. Абраева, Ш. Э. (2023). ЛОТИН ВА ЮНОН МОРФЕМАЛАРИНИНГ ТИББИЁТ МАТНЛАРИДА ТАҚСИМЛАНИШИ ВА ҚЎЛЛАНИЛИШИ. Научный импульс, 325.
12. Esonovna, A. S. (2020). Linguistic features of Latin and Greek synonymous morphemes in the lexical system of the french language. International scientific review, (LXXII), 47-48.



13. Abraeva, S. E. (2021). Linguistic Features Of Latin And Greek Synonymous Morphemes In The Lexical System Of The French Language (Based On Medical Texts). *The American Journal of Social Science and Education Innovations*, 3(05), 172-174.
14. Gulfura, T., Bobojonova, S., Shakhnoza, A., Komila, S., & Doniyor, A. (2019). The role of task based learning in teaching english.
15. Brayeva, S. E. (2024). THEORETICAL BASIS OF PHRASEOLOGICAL UNITS IN THE FRENCH LANGUAGE. *World of Scientific news in Science*, 2(2), 929-936.
16. Brayeva, S. E. (2024). LOTIN VA YUNON ASLI TIBBIY ATAMALARNING QO ‘LLASH USULLARI BO ‘YICHA QIYOSIY XARAKTERISTIKALAR. *Academic research in educational sciences*, (1), 400-403.