METHODOLOGICAL POTENTIAL OF THE TRANSLATION APPROACH IN TEACHING UZBEK AND LATIN MEDICAL TERMINOLOGY

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Abstract

This article examines the methodological potential of the translation approach in teaching Uzbek and Latin medical terminology in higher medical education institutions. In the process of mastering medical terminology, reliance solely on lexical translation does not always enable students to fully understand the professional meaning of a term. Therefore, it is necessary to integrate translation with grammatical, semantic, and terminological analysis. The article analyzes the main stages of Latin–Uzbek terminological translation, the selection of equivalents, the limitations of word-for-word translation, terminological errors, and a system of exercises aimed at preventing and correcting such errors. It is substantiated that combining the translation approach with linguodidactic methods contributes to the development of students’ terminological, linguistic, and professionally communicative competencies.

Keywords: translation approach, Latin language, Uzbek language, medical term, terminological equivalence, translation competence, linguodidactics, professional competence.

Introduction

Medical terminology is a specialized lexical system that requires a high degree of precision and standardization. An incorrect translation of a medical term may lead to a change in its meaning or cause misunderstanding in professional communication.

Latin remains one of the historical and international foundations of medical terminology. A significant proportion of anatomical nomenclature, clinical terms, and pharmaceutical terminology has been formed on the basis of Latin or Greek-Latin terminological elements. Therefore, the accurate interpretation of Latin medical terms in Uzbek plays an important role in the professional training of future medical specialists.

Research Aim

The aim of this study is to identify effective methodological mechanisms of the translation approach in teaching Latin and Uzbek medical terminology and to develop a model for the formation of students’ terminological and translation competence.

Research Objectives

The objectives of the study are:

to identify the linguistic characteristics of Latin–Uzbek medical translation;

to analyze the concept of terminological equivalence;

to demonstrate the differences between word-for-word translation and professionally equivalent translation;

to classify the main errors encountered in the translation process;

to propose a system of methodological exercises aimed at developing students’ ability to translate medical terms.

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Main Part

The Role of Translation in Medical Terminology

Two important requirements must be observed when translating medical terms: semantic accuracy and terminological standardization.

For example, the Latin term:

fractura claviculae

can be translated into Uzbek as **“o‘mrov suyagining sinishi”**, which accurately conveys the medical meaning of the term.

In this case, the translator must understand the relationship between:

fractura → sinish

claviculae → o‘mrov suyagining

Thus, translation is not merely a process of finding words in a dictionary; it is a process of identifying the grammatical and semantic structure of a term.

Limitations of Word-for-Word Translation

One of the common problems in teaching medical terminology is the mechanical, word-for-word translation of Latin lexical units.

For example, a student may translate the term:

inflammatio pulmonis

by translating each component separately as “yallig‘lanish o‘pkaning.” Transferring the Latin word order directly into Uzbek results in a translation that does not correspond to the norms of Uzbek medical terminology.

The correct version is:

“o‘pka yallig‘lanishi” — inflammation of the lung.

Therefore, it is advisable to teach students the following algorithm:

identify the Latin structure → determine the syntactic relationship → adapt it to the terminological norms of the Uzbek language.

Components of Translation Competence

Students’ competence in translating medical terms can be developed through the following stages:

Stage I — Recognition.

The student recognizes the Latin form of the term.

Stage II — Structural analysis.

The student identifies nouns, adjectives, attributes, and terminological elements within the structure of the term.

Stage III — Semantic analysis.

The student determines the meaning of each component.

Stage IV — Selection of an equivalent.

The student selects the appropriate equivalent in Uzbek medical terminology.

Stage V — Terminological translation.

The term is expressed in its standard Uzbek form.

Stage VI — Contextual verification.

The translation is checked for its appropriateness within the medical context.

This algorithm transforms students’ translation activity from a mechanical process into a conscious analytical activity.

An Effective System of Translation Exercises

The translation approach can be reinforced through practical exercises.

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Exercise 1. Translate from Latin into Uzbek:
arteria carotis interna;
vena cava inferior;
fractura femoris;
inflammatio renis.
Exercise 2. Translate from Uzbek into Latin:
internal carotid artery;
inferior vena cava;
fracture of the femur;
inflammation of the kidney.
Exercise 3. Identify the Error
Students are provided with an incorrect translation and are required to identify and explain the error.
Exercise 4. Analyze the Structure of the Term
Students identify the head word and modifiers within the structure of a medical term.
Exercise 5. Clinical Context
Students are required to identify the appropriate Latin medical term based on a given clinical situation.
Such tasks activate translation, grammatical, and professional knowledge simultaneously.

Integration of Translation and Linguodidactic Approaches

The translation method is more effective when applied not independently but in combination with a linguodidactic approach.
Their integration can be represented as follows:
Linguistic analysis → term structure → semantic analysis → translation → medical context → application.
For example:
arteria carotis communis
arteria — artery
carotis — carotid
communis — common
common carotid artery
followed by its application in an anatomical context.
With such an approach, students do not merely memorize a ready-made translation but also understand how the term is formed.

Modern Pedagogical Technologies

It is also important to integrate the translation approach with digital technologies. The use of terminological flashcards, electronic dictionaries, interactive tests, Learning Management Systems (LMS), terminological glossaries, and spaced-repetition programs can help students retain terminology in long-term memory.
Contemporary research also identifies digital exercises, spaced repetition, error analysis, and a morphemic approach as effective tools for improving terminology education.
Discussion
The main methodological advantage of the translation approach is that it transforms students from passive vocabulary learners into active terminological analysts. When students encounter a Latin term, they learn to identify its components, determine its meaning, select its Uzbek equivalent, and adapt it to the medical context.

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Furthermore, the use of the terminological resources of the Uzbek language in the translation process contributes to the development of national medical terminology.

Studies conducted in Uzbekistan have also emphasized the need to integrate Latin language and medical terminology with professional education and to enrich the traditional grammar-translation model through morphemic and interdisciplinary approaches.

Conclusion

The translation approach to teaching Uzbek and Latin medical terminology is an important methodological tool for developing students' terminological and professional competence. Combining the translation process with grammatical, morphemic, and semantic analysis enables students to gain a deeper understanding of the meaning and structure of medical terms.

Based on the findings of the study, the following methodological sequence can be proposed:

identification of the Latin term → morphemic analysis → grammatical analysis → semantic analysis → selection of a terminological equivalent → Uzbek translation → application in a clinical context.

This methodological system can be used in teaching anatomical, pharmaceutical, and clinical terminology. As a result, students develop not only knowledge of the Latin language but also the competence to independently analyze, translate, and correctly use medical terms in professional communication.

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