

## Significance and Value of Medical Terms in the Field of Medicine

**Muminova Oftobkhan Karimovna**

Lecturer, Fergana Medical Institute of Public Health, Uzbekistan, Fergana city

### Article Information

**Received:** April 05, 2023

**Accepted:** May 05, 2023

**Published:** June 08, 2023

**Keywords:** syntactic, lexical, phonetic, root, term, morpheme, literary language, word formation, consciousness, diagnosis, root, morphology, physiology, basis.

### ANNOTATION

*For a specialist working successfully in the field of science, technology and industry, it is necessary to correctly understand the meaning of terms, or in other words, terminology, and to use it clearly. The main task of the term (lat. terminus - limit) is to express the scientific concept only in its own way. In contrast to the popular words of the literary language used in everyday life, the terms express scientific and scientific-technical concepts. A scientific concept is distinguished by its productivity of scientific theoretical conclusions, reflection of a certain scientific theory, a fragment of a scientific system of knowledge.*

### INTRODUCTION

For a specialist working successfully in the field of science, technology and industry, it is necessary to correctly understand the meaning of terms, or in other words, terminology, and to use it clearly. The main task of the term (lat. terminus - limit) is to express the scientific concept only in its own way. A term can be a single word (organism, cell, organ, gene, disease, appendicitis, fluorography), as well as a combination of words (chest, neck bone, hypertensive disease, sanitation, radiation hygiene). In contrast to the popular words of the literary language used in everyday life, the terms express scientific and scientific-technical concepts. A scientific concept is distinguished by its productivity of scientific theoretical conclusions, reflection of a certain scientific theory, a fragment of a scientific system of knowledge.

A certain terminology of the field of knowledge, science is a system of terms, words and phrases used to distinguish scientific concepts in the system of concepts, which are in a certain relationship and interdependence.

The composition of the word is indivisible neither in terms of content nor in form, but it is divided into small meaningful parts: prefix, root, suffix and ending (inflection). These smallest meaningful parts are called morphemes (Greek morphe - form). Prefixes and suffixes that differ in their position relative to the root are called word-forming affixes (lat. affixus - addition). By adding them to the

root, new words are formed - artificial words. Completion is a grammatically important affix that serves to form a form (conjugation, number, rod). Dividing a word into morphemes is called morpheme analysis or structural analysis:

inter-vertebr-al-is, e

prefix stem suffix infinitive

word-forming affixes

## **LITERATURE ANALYSIS AND METHODOLOGY**

The invariable part of the word before completion carries lexical meaning and is called the base of the word.

Analysis of word formation according to direct content (BT). Word-formative and non-formative bases. The essence of word formation analysis is to extract two direct content (BT) from a word. They are a single fragment (word-forming base) and affix(es), by the addition of which a compound word is formed.

The difference between morpheme analysis and word formation analysis can be demonstrated in the following example. From the point of view of morpheme analysis interlobularis - interlobular quality is divided into 5 morphemes: inter- (prefix), -lob- (stem), -ul-, -ar- (suffix), -is (termination); and from the point of view of word formation, 2 BT are distinguished: inter- (prefix) + lobular(is) (word-forming base):

non-word base lob(us)

Level 1 synthetic base

lob-ul(us)

word-forming base

2nd level artificial foundation

lobul-ar(is)

word-forming base

3rd level artificial foundation

inter-lobular(is)

word-forming base

Terminology and Greek-Latin Term Elements (AE)

Words that are part of another word and are connected in terms of meaning are called disjunctive words. Partitioning can be complete or incomplete:

- 1) complete division - pod-algia (Greek pus, podos + algos), pod-o-metria (Greek metreo) and neur-algia (Greek neuron), my-algia (Greek mys, myos) and kephal -o-metria (Greek kephalos), thorac-o-metria (Greek thorax, thorakos);
- 2) Half division - pod-agra (Greek podagra - a trap for the foot). The first part of the word is divisive because it is found among modern terms, while the second part - agra - is functionally unique.

Many ancient Greek and Latin morphemes acquire a specific meaning in terminology, sometimes a new meaning that was previously unknown to the native language. Such meanings can be called terminological. For example, the Greek word kytos - the Latin form of cytos, meaning "cell" is regularly used as a root morpheme in the construction of dozens of terms - artificial words.

Term elements. (AE). An artificial word part (morpheme, block of morphemes) that exists or is regularly used to create new terms and preserves the concept given to it in terminology is called a

term element (AE). It does not matter in which transcription, Latin or Uzbek, the element of the international term of Greek-Latin origin is manifested.

Dividing a term into AEs does not always correspond to dividing it into morphemes, because some AEs contain a whole block - a whole combination of two or three morphemes. In such formal and meaningful continuity, this block of morphemes is taken from a series of artificial words formed in one type, for example, asthen-opia, asthen-o-spermia, asthen-o-depressivus, asthen-isatio in the terms asthen(o)- (Greek asthenes - weak) is taken as a block AE. Polyvalent AE tom-ia (Greek tome - cut, cut), rhaps-ia (Greek rhapshe - seam), log-ia (Greek logos - science) - the final part of the artificial base - has two morphemes in its composition: stem + suffix -ia, which gives the general meaning of "action, event" to words. The common AE ectomia consists of 3 ancient Greek morphemes: ek - prefix + tome root + -ia suffix.

The main ways of forming words are with or without affixes. Affixed word formation is done by adding word-forming affixes (prefix, suffix) to the word-forming base. Unaffixed word formation is mainly used to form complex words.

Facile dictum, difficile factum. - Easy to say, hard to do.

Otium post negotium. - Leisure after work.

A prefix is a word element at the beginning of a word. Replace one prefix with another adding a prefix changes the meaning of a word. A prefix usually represents number, time, space, or negation. In this tutorial, when a prefix appears alone, a hyphen is placed at the end.

Prefixation is the addition of a prefix (prefix) to the root, meaning does not change, but localization to this concept (top, bottom, front, back), adds a component such as direction (approach, distance), time (before, after), presence or negation.

Prefixes have evolved from auxiliaries, so their meaning is the same as that of the corresponding auxiliaries.

Some prefixes have secondary, portable meanings based on their meaning. Thus, the Greek auxiliary para (around, beside) has a figurative meaning

"retraction, deviation, non-conformity with the essence of the external manifestation of a certain event"

Developed, e.g.: paranasalis – around the nose; paramnesia (Greek mnesis - memory) – memory impairment and occurrence of false memory; paratyphus – Salmonella.

It is contagious to humans caused by certain bacteria belonging to the genus is the general name of a group of diseases characterized by some clinical manifestations similar to the symptoms of typhoid fever.

AE-prefixes are used in concepts used in the fields of morphological science has meaning. AE-prefixes are used in a secondary sense in terms of pathological conditions, diseases, organ dysfunctions, for example, anat. hypogastrium - lower abdomen; feather physiol. hypotonia - a decrease in the tone of a muscle or the muscular layer of a hollow organ.

## **RESULTS AND DISCUSSION**

Latin prefixes in anatomical nomenclature, pathological anatomy, physiology, and in the fields of clinical science, Greek prefixes prevail. However, there are exceptions: epicranialis - above the skull, epifascialis - above the fascia, endocervicalis - inside the neck.

When prefixes are added to the base, the prefix may change under the influence of the initial sound of the base. This is mainly in assimilation (lat. assimilatio - comparison, likening) appears: the last consonant in the prefix is fully or partially compared to the initial sound of the word-forming base, e.g., adprefix c, f, g, n, p before the initial consonants ac-, af-, ag-, an, respectively -, are completely comparable to ap; the final n in prefixes changes to m before initial b, p, or undergoes complete

assimilation before l, m, r. Some Latin prefixes may have elision, i.e. dropping of the final consonant, e.g., ex- and e-; con- and co-; dis- and di-. In the Greek prefixes ana-, dia-, cata-, meta-, para-, anti-, epi-, apo-, hypo-, meso-, elision is shown by dropping the last vowel of the stem before the initial vowel. This eliminates the sequence of vowels, eg met-encephalon (meta+encephalon), di-encephalon (dia+encephalon).

As a rule, Latin prefixes are attached to Latin roots, Greek - to Greek:

Intra (lat.) + cutaneus (lat.) – intradermal, meso (Greek) + derma (Greek) – inner layer of the skin.

But there are also mixed Greek-Latin combinations: end (Greek) + arteriitis t (Lat.) - endarteri, internal inflammation of an artery.

Many of the prefixes involved in the formation of clinical terms have already been encountered in anatomical terminology. However, it is important to remember that their meaning can change significantly as part of a clinical term. We can say that prefixes can have primary and secondary meaning. As a rule, prefixes have a primary meaning in anatomical terminology and a secondary meaning in clinical terminology:

Anatomical term: hypoglossus - sublingual (basic meaning)

Clinical term: hypotonia - decreased tone (secondary meaning)

Latin prefixes are mainly used in anatomical nomenclature, Greek prefixes - in the terminology of pathological anatomy, physiology, clinical sciences.

Antonymous prefixes. In medicine, antonymic prefixes, that is, those whose meanings are opposite, play an important role.

For example: Latin intra-, intro-, internal (inside), extra-, extro (outside, outside). Greek - endo (internal), ekto, echo (external, outside).

Latin-Greek doublet prefixes. A number of Latin prefixes have the same or very close meanings to some Greek prefixes:

Between, in the middle: inter - (Latin), meso - (Greek) against: contra - (Latin), anti - (Greek) together: com-, con- (Latin), sim-, syn- (Greek).

As a rule, when combining with stems, even if the stem begins with a consonant, prefixes do not have connecting vowels: hyper-trophy, a-plasia. However, before stems beginning with a vowel, prefixes that also end with a vowel may drop the final vowel or, conversely, add an additional consonant:

Hypo + aesthetics = hypoesthesia,

endo + arteritis = endarteritis,

a+odonty = anodonty.

## CONCLUSION

Such phenomena are associated with combinatorial phonetic changes, which are very common in prefixes. In order not to explain them in each specific case, almost all possible options are listed in the table.

## REFERENCES:

1. S.Sh. Rustamova Latin language and terminology. T., 2001.
2. Latin language. (L. Khojayeva, Kh. Zohidova, Z. Rahmatullayeva). T., 2003.
3. Law of the Republic of Uzbekistan "On Education". T., August 29.
4. Karimova, G. (2022). CORRUPTION: ITS HISTORICAL ROOTS AND WAYS TO COMBAT IT. *Research Focus*, 1(4), 267-272.

5. Ganieva M.A., Faizullaeva D.M. A collection of pedagogical technologies of case-study teaching / Met.qoll. From the series "Innovative technologies in the secondary vocational education system". - T.: TDIU, 2013. - 95 p.
6. Ishmuhamedov R., Abdukadirov A., Pardaev A. Innovative technologies in education / Practical recommendations. - T.: "Talent" Foundation, 2008. - 180 p.
7. Jonibekovna, N. D., Gulomovna, B. G., Salimovna, T. O., & Karimovna, M. O. (2020). Some opinions about parameters of mnemonics. *Universal Journal of Educational Research*, 8(1), 238-242.
8. Jonibekovna, N. D. (2022). COMPETENCE APPROACH IN THE PRACTICE OF TEACHING A FOREIGN LANGUAGE: WORLD EXPERIENCE, ANALYSIS OF OPINIONS ON THE TERM COMPETENCE. *International Journal of Pedagogics*, 2(06), 14-19.
9. Нишонова, Д. Ж., & Паттихонова, Б. (2023). “ПРЕФИКСАЦИЯ КЛИНИК АТАМАЛАРНИ ШАКЛЛАНТИРИШ УСУЛИ СИФАТИДА” МАВЗУСИНИ ЎҚИТИЛИШИ ВА ЁРИТИЛИШИ, ТЕХНИКАСИ. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 18(3), 7-12.
10. Jonibekovna, N. D. (2021). The Role Of Module Teaching System In Increasing Lesson Efficiency. *The American Journal of Social Science and Education Innovations*, 3(05), 140-144.
11. Jonibekovna, N. D. (2022). THE PROBLEMS OF TEACHING LATIN IN MEDICAL INSTITUTES. *Innovative Technologica: Methodical Research Journal*, 3(06), 172-177.
12. Jonibekovna, N. D. (2022). INTEGRATION OF THE COURSE OF THE LATIN LANGUAGE COURSE WITH THE COURSE OF NORMAL ANATOMY. *Web of Scientist: International Scientific Research Journal*, 3(11), 38-40.
13. Jonibekovna, N. D. (2022). Extralinguistic Factors Determining Phonostylistic Changes. *Central asian journal of literature, philosophy and culture*, 3(5), 25-30.
14. Нишонова, Д. Ж., Муминова, О. К., & Исмоилова, Ф. А. (2019). Метод проектных работ в образовательном процессе. *Вестник науки и образования*, (19-2 (73)), 56-58.
15. Нишонова, Д. Ж. (2019). Использование интерактивных методов на уроках немецкого языка. *Вопросы науки и образования*, (4 (49)), 120-123.
16. Нишонова, Д. Ж. (2018). Портфолио как один из альтернативных способов оценивания знаний учащихся в процессе обучения иностранным языкам. In *НАУКА И ОБРАЗОВАНИЕ: СОХРАНЯЯ ПРОШЛОЕ, СОЗДАЁМ БУДУЩЕЕ* (pp. 235-237).
17. Нишонова, Д. Ж. (2018). Средства, модели и приёмы при обучении иностранному языку. *Достижения науки и образования*, 1(8 (30)), 62-64.
18. Jonibekovna, N. D. (2021). Expression of speeches in the additional construction of the German language. *Asian Journal Of Multidimensional Research*, 10(5), 164-167.
19. Нишонова, Д. Ж. (2017). Теория и методика обучения иностранному языку в вузе. *Научные исследования*, 1(6 (17)), 71-72.
20. Астонова, Г. Р., & Жураева, М. Т. К. (2019). Развитие письменной компетенции студентов на уроках немецкого языка. *Проблемы современной науки и образования*, (12-1 (145)), 99-101.

21. Kizi, M. T. (2020). Applying the social forms of education in teaching foreign languages. *Вопросы науки и образования*, (41 (125)), 56-60.
22. Mastura, J. R. (2022). THE ROLE OF INDEPENDENT WORDS IN THE FORMATION OF WORD COMBINATIONS IN ENGLISH AND UZBEK LANGUAGES. *Innovative Technologica: Methodical Research Journal*, 3(07), 1-7.
23. Жураева, М. Т. К., & Астонова, Г. Р. (2019). Использование социальных форм для повышения эффективности занятий (в нефилологическом направлении). *Вестник науки и образования*, (20-3 (74)), 20-22.
24. Mastura, J. R. (2022). The Use of Social Forms in Improving the Effectiveness of the Lesson. *Eurasian Journal of Learning and Academic Teaching*, 9, 118-122.
25. Qizi, J. M. T. (2021). The use of social forms to increase lesson effectiveness. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(3), 103-109.
26. Genjebayevna, A. P. (2022). THE ROLE OF INTERACTIVE METHODS IN TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATION INSTITUTIONS. *Web of Scientist: International Scientific Research Journal*, 3(11), 41-45.
27. Туйчиева, О. С. (2021). Использование кластерной системы как одного из видов педагогических технологий. *Молодой ученый*, (15), 341-343.
28. Туйчиева, О. С. (2021). Методика преподавания латинского языка в медицинских высших учебных заведениях. *Молодой ученый*, (1), 66-67.
29. ТУЙЧИЕВА, О. С. ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ИНТЕЛЛЕКТУАЛЬНОГО И КУЛЬТУРНОГО РАЗВИТИЯ СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ ЛАТИНСКОМУ ЯЗЫКУ. *МОЛОДОЙ УЧЕНЫЙ Учитель: ООО "Издательство Молодой ученый"*, (2), 226-228.
30. Tuychieva, O. (2019). Questions of increasing economic efficiency of production. *Scientific Bulletin of Namangan State University*, 1(8), 105-108.
31. Sobirovna, T. O. (2022). OLIY TA'LIMDA CHET TILI O'QITISH METODIKASI. CHET TIL O'QITISH METODIKASINING UMUMDIDAKTIK PRINSIPLARI. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 186-188.
32. Sobirovna, T. O. (2022). LOTIN TILI TARIXI VA UNING BUGUNGI KUNDAGI ANAMIYATI. *INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL*, 3(9), 95-98.
33. Karimovna, M. O. (2021). Structural properties of additional elements. *Asian Journal Of Multidimensional Research*, 10(5), 173-178.
34. Нишонова, Д. Ж. Муминова, О. К., & Исмоилова, Ф. А. (2019). Метод проектных работ в образовательном процессе. *Вестник науки и образования*, (19-2 (73)), 56-58.
35. Karimovna, M. O. (2022). LINGUOCULTURAL FEATURES OF PHRASEOLOGY IN UZBEK AND GERMAN LANGUAGES. *Spectrum Journal of Innovation, Reforms and Development*, 4, 317-318.

36. Beknazarova, M. K. (2022). THE MOST IMPORTANT CRITERIA FOR EVALUATING STUDENT KNOWLEDGE. *Web of Scientist: International Scientific Research Journal*, 3(11), 35-37.
37. Jonibekovna, N. D., Gulomovna, B. G., Salimovna, T. O., & Karimovna, M. O. (2020). Some opinions about parameters of mnemonics. *Universal Journal of Educational Research*, 8(1), 238-242.