

**MEDICAL SCIENTIFIC TEXT AS A WAY TO DEVELOP
STUDENTS' LOGICAL THINKING IN RUSSIAN LANGUAGE CLASSES
AT A MEDICAL UNIVERSITY**

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Abstract: *In recent years, interest in linguistics has increased in the problems of structural and semantic organization of text, in identifying ways and types of combining sentences into a coherent, coherent text. At the present stage of development of linguistics, the main unit of speech expressing a complete utterance is recognized not as a sentence, but as a text as the highest unit of the syntactic level.*

Keywords: *linguistics, sequence, communicative unit, coherence, continuum, prospection, completeness, information content.*

Introduction:

The development of a new branch of linguistics - the creation of text linguistics - required determining the status of the unit that became the object of our study in relation to the methodology of teaching the Russian language. The question of the relationship of the text to language and speech is still debatable; some scientists attribute the text to the language system and recognize its familiar nature.

Text (from the Latin *textus* - fabric, plexus, connection) can be defined as a sequence of speech units united by a semantic and grammatical connection: statements, superphrasal units (prosaic stanzas), fragments, sections, etc.

The text is understood as a hierarchically constructed meaning formation implemented in speech and formalized in structural and intonation terms.

MAIN PART

The text is an almost rigidly fixed sequence of sentences conveying a certain coherent meaning, related to each other semantically, which is expressed in various linguistic ways.

Text is the ideal highest communicative unit, gravitating toward semantic closure and completeness, the constitutive feature of which is coherence, which manifests itself each time in different parameters, at different levels of the text and in a different set of pure connections.

The most important unit of a text, including a scientific text, is the STS (complex syntactic whole). To describe a scientific text, special text categories are important. The most important

categories are cohesion (connectedness), continuum (sequence), prospection, retrospection, completeness and information content, which are structural features of the text, i.e. features inherent in the structure of the text.

Scientific speech is distinguished by the accuracy and logic of thought, its consistent presentation and objectivity of presentation.

The main features of the scientific style in both written and oral form are accuracy, abstraction, logic and objectivity of presentation. It is they who organize into a system all the linguistic means that form this functional style, and determine the choice of vocabulary in works of a scientific style (in our case, medical terms). This style is characterized by the use of special scientific and terminological vocabulary, and recently international terminology has occupied more and more space here (angiolioma, scalpel, cardiology, hydrocephalus, fibroesophagogastroduodenoscopy, etc.)

Terminological vocabulary is used mainly in a scientific style. Its purpose is to give an accurate and clear idea of scientific concepts (for example, medical terms - fluorography, x-ray, tonsillitis, cholangitis, hydrocephalus, diabetes; linguistic terms - morpheme, suffix, phonetics, prefix, etc.). The difference between styles is also revealed when analyzing morphological forms. Thus, in the scientific style, preference is given to verbs of the imperfect form of the 3rd person present tense (medical scientists research, consider; analyzes confirm; facts testify); Participles and gerunds, short adjectives, complex prepositions and conjunctions are often used (in conclusion; in continuation; due to the fact that; in spite of everything).

The length of a medical scientific text may vary. The text "may consist of one sentence and be more voluminous than many SFUs (superphrasal units)." Consequently, a text is "a completed work of any volume - from a work consisting of one sentence or paragraph, to a multi-paragraph extract and a large, multi-chapter medical examination report."

As a result of a deep and comprehensive analysis of the structural and semantic units of a scientific text, such common features as coherence, integrity, and completeness were identified.

It is possible to classify texts, taking into account not only the time of their creation or scope of use, but also the very principles of text organization. Thus, scientific or theoretical texts are based on logical-conceptual, strictly logical reproduction of the results of knowledge with standards for the presentation of initial, provable and proven knowledge. Popular science texts allow elements of figurative thinking and widely use entertaining presentation techniques. Actually, informational texts (some information is necessarily contained - transmitted to the addressee of the speech in each type of text) consist only of a list of facts - these are medical dictionaries, reference books of various types (a reference book for a therapist, a cardiologist).

According to their function, texts are divided into two large groups: 1) texts that reflect reality (facts, events, phenomena); 2) texts-thoughts of a person about reality. According to their meaning, texts are divided into description, reasoning, narration, evaluation, and speech etiquette formulas. Of all the text units, the "type of speech" most closely corresponds to the tasks of university education, since it reflects in the most complete form all the properties of the entire text. The dominant feature of intratextual connections is semantic agreement in the broad sense. In

addition to coherence, the text has semantic integrity, semantic completeness, so it can be titled. The larger the text, the more interdependent parts it contains - chapters, sections, paragraphs, super-phrase units (SPU), paragraphs, each of which has its own subtopic.

In the text, as a rule, the following compositional parts are distinguished: the main part, the commentary part, the ending. Each part can consist of one or more sentences. Since, along with the term "coherent speech", the names "utterance" and "text" are used as synonyms, let us clarify their meaning.

In more extensive medical texts (articles, reports, speeches), other means of interphrase communication are possible. All of them, as important communicative means, should be emphasized and introduced into the speech of students when studying, for example, program topics in medicine. This will help give training in professional communication a functional focus; it will serve as a guide to non-speech actions. So, for example, when studying grammatical topics (indicate pronouns and what their role is in a scientific text, familiarize yourself with the basic rules of the style of pronouns, how their absence, as well as excessive use, is a violation of the rules of text structure and stylistics). For example: "She gave her the medicine. She was upset that she wasn't ready for surgery." In this example, synonymous replacement of some words with others is appropriate. We believe that teaching professional language to students of medical institutes using isolated sentences does not contribute to the development of coherent Russian speech skills.

As already noted, the following types of STS are distinguished: descriptive, narrative, reasoning and mixed. The description is used for a syntactic image of a medical institution (description of a doctor's office), a person (its structure), the situation during an operation, etc. Narration is a description of events, phenomena in dynamics, in their sequence. Often description and narration are combined, replacing each other. SSC type reasoning (about diagnosis, symptoms of the disease) is divided into three parts: 1) thesis (position, topic); 2) evidence (argumentation); 3) conclusion (conclusion, generalization). Sometimes these points are expressed comprehensively, in one sentence, or are guessed from the context.

Scientists have long drawn attention to the fact that there is an intermediate link between the text of a medical work and a sentence, that a scientific text is naturally divided into groups of interconnected sentences. In other words, the basis of properly organized written monologue speech is not individual words or even individual sentences, but large, logically and compositionally complete blocks, which are groups of independent sentences. Using various medical terms: medical institution, diagnosis, medical examination, medical error, children's clinic, vaccination, medication and some others - all researchers are unanimous that this speech unit, in the name of which we will stick to the first and second terms, is a group of complete sentences that are closely related in meaning, lexically and grammatically. Let's explain this with an example.

Text (fragment)

"There is much more that can be written about childhood illnesses. These diseases include: hepatitis, chicken pox, measles, dysentery, etc. These diseases are very dangerous if they are not

treated promptly. They can lead to serious consequences or, worst of all, death. But, unfortunately, in medical practice there are many cases of late seeking medical help.

Today medicine offers the safest treatment methods. It is important for every parent to remember to seek medical advice promptly. This is also necessary to prevent the serious consequences of the above childhood diseases. Prevention is the best method of avoiding various diseases.”

Now let's look at what work is being done on a scientific text (STC) at a medical university. We believe that working with scientific texts can begin already in the first year. After all, every Russian language textbook contains rules and explanations of scientific terminology. It is important to pay attention to the fact that students can gradually master scientific works, even if they are not yet complex in scope, the rules of spelling, pronunciation, and definitions of concepts. However, medical documents such as medical reports, hospital extracts, certificates, bulletins and other documents are drawn up in both Uzbek and Russian. All this should be taken into account when presenting a scientific text during Russian language classes in medical schools. They should, in our opinion, know what a scientific text and scientific terminology is.

Multifaceted work on the Russian language at a medical institute ultimately has one common goal - to teach students the ability to speak and write coherently, i.e. teach them the ability to compose not only scientific texts (gradually making the work more difficult), but also to communicate in Russian (for example, with representatives of other nationalities living in our country, read medical literature, use Internet materials, etc.). For example, in a Russian language class, you can introduce students to a scientific text (theoretical material) and the practical use of scientific texts (from textbooks, teaching aids, medical dictionaries).

Developing in students the necessary skills and abilities to create a scientific text (to reveal a topic and idea, to collect material, etc.), which in turn involves specific technical work. Admittedly, this technical side, necessary for composing a text, is not taught enough in universities. For the most part, students - future medical workers - compose text empirically, without basic knowledge of theory, spontaneously. Each university student, over a long period of time and on the basis of repeated exercises, intuitively searches for and experimentally masters the leading patterns of a scientific text. Indeed, when teaching students scientific text, it is important that they are familiar with the theoretical material, as well as with the basics of scientific speaking style. Here it is necessary to show samples of scientific speech from texts of a scientific nature (these can be textbooks, teaching aids, dictionaries, reference books, scientific articles from professional journals, abstracts, etc.). It is clear that for a university student (especially only in the first year) this is hard work. After all, a scientific text is full of scientific terminology. In this regard, it is important to introduce them to the terminology that will occur in the proposed scientific text, which they will definitely need for their future profession.

Teaching students the ability to compose (synthesize) a scientific text is based, first of all, on the analysis of exemplary scientific texts taken from textbooks, manuals, scientific journals, and other medical topics. The smaller the scientific text is, the more obvious the connection between the sentences and the more transparent its structure.

Let's take a scientific text from a textbook on the Russian language for analysis. For example, topics: "Medical institutions", "At a doctor's appointment", "Healthcare", etc. All sentences of both scientific and literary texts are relatively independent. But at the same time, they are interconnected by thematic, logical, and linguistic relationships.

CONCLUSION

So, the system we proposed for working with scientific text in university education made it possible to expand students' knowledge of text theory, i.e. its fundamental principles, enrich the vocabulary with scientific vocabulary, i.e. terms presented in textbooks, improve skills in identifying genres of scientific text from a number of other functional and stylistic varieties of speech, and also contributed to the development of the ability to distinguish scientific works that have their own specific features and characteristics.

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