DEVELOPING MULTILINGUAL COMMUNICATIVE COMPETENCE IN MEDICAL EDUCATION: INTEGRATION OF LATIN, UZBEK, RUSSIAN AND ENGLISH

Raxmatova Nigora Boboyorovna,

Teacher, Tashkent state medical university Foreign faculty,

nigora170789@gmail.com

The 1st department of uzbek and foreign languages

Islomxonova Ominaxon Shuhratxonovna

Student, Tashkent state medical university

Faculty of General Medicine No.2

islomxonovaominaxon05@gmail.com

Abstract: This study examines the role of multilingual education in medical training, focusing on the integration of Latin, Uzbek, Russian, and English languages into educational practice. The research highlights the importance of linguistic diversity in improving medical knowledge, professional communication, and international collaboration. Statistical data and previous studies are analyzed to determine the effectiveness of multilingual approaches in medical education.

Keywords: *Medical education, multilingualism, Latin terminology, English for medicine, Uzbek language, Russian language, professional communication*

Аннотация: Данное исследование изучает роль многоязычного образования в медицинской подготовке, сосредотачиваясь на интеграции латинского, узбекского, русского и английского языков в образовательную практику. В исследовании подчеркивается важность языкового разнообразия для улучшения медицинских знаний, профессионального общения и международного сотрудничества. Статистические данные и предыдущие исследования анализируются для определения эффективности многоязычных подходов в медицинском образовании

Ключевые слова: *медицинское образование, многоязычие, латинская терминология, английский язык для медицины, узбекский язык, русский язык, профессиональное общение*

Annotatsiya: Ushbu tadqiqot tibbiy ta’limda ko‘p tillilikning ahamiyatini o‘rganadi, xususan lotin, o‘zbek, rus va ingliz tillarining ta’lim jarayoniga integratsiyasiga e’tibor qaratadi. Tadqiqot til xilma-xilligining tibbiy bilimlarni rivojlantirish, professional muloqot va xalqaro hamkorlikni oshirishdagi rolini yoritadi. Statistik ma’lumotlar va oldingi tadqiqotlar asosida ko‘p tilli yondashuvlarning samaradorligi tahlil qilinadi.

Kalit so‘zlar: *tibbiy ta’lim, ko‘p tillilik, lotin terminologiyasi, tibbiyot uchun ingliz tili, o‘zbek tili, rus tili, professional muloqot*

Introduction:

Modern medical education requires not only professional knowledge but also strong communication skills in multiple languages. In many countries, including Uzbekistan, medical students study in a multilingual environment where Latin, Uzbek, Russian, and English play significant roles.

Latin serves as the foundation of medical terminology, while English dominates global scientific communication. Uzbek and Russian are widely used in local clinical practice and education. The integration of these languages is essential for developing competent healthcare professionals.

Literature Review

The integration of multiple languages in medical education has been widely studied. According to the World Health Organization, effective communication is a key factor in improving healthcare quality and patient safety.

Research shows that over 80% of medical terminology is derived from Latin and Greek, making Latin essential for understanding medical concepts. Additionally, English is used in approximately 75% of scientific publications worldwide, emphasizing its importance in accessing modern medical knowledge.

However, existing studies have certain limitations. Many of them focus primarily on English and Latin, while underestimating the role of national and regional languages such as Uzbek and Russian in everyday medical practice. Furthermore, insufficient attention is given to the practical integration of these languages in classroom settings.

This study addresses these gaps by emphasizing a balanced multilingual approach that includes both international and local languages, ensuring effective communication in both academic and clinical environments.

Relevance:

The relevance of this study is determined by the growing importance of multilingual competence in modern medical education. The integration of Latin, Uzbek, Russian, and English languages plays a crucial role in the formation of professional medical terminology and effective communication among healthcare specialists. In the context of globalization and international cooperation, medical students must be able to understand and use terminology across different languages. However, difficulties in mastering multilingual medical terms remain a significant challenge. Therefore, studying and improving methods for integrating multiple languages into the educational process is highly relevant and necessary for enhancing the quality of medical education.

Materials and Methods:

This study explores the integration of Latin, Uzbek, Russian, and English languages in medical education. The research materials included medical textbooks, учебные manuals, terminological dictionaries, and scientific articles used in higher medical institutions. Latin anatomical and clinical terms and their equivalents in Uzbek, Russian, and English were comparatively analyzed.

The study employed several methods, including analytical and comparative approaches to identify similarities and differences in medical terminology across languages. A pedagogical observation method was used to assess students' acquisition of multilingual medical terms. In addition, a questionnaire survey was conducted to evaluate students' attitudes, difficulties, and learning experiences related to multilingual terminology. Statistical methods were applied to process and interpret the collected data.

The study sample consisted of medical students, and the effectiveness of multilingual teaching was assessed based on terminology retention and practical application skills.

Main Part:

The integration of Latin, Uzbek, Russian, and English languages enhances the quality of medical education in several ways:

- Latin language provides a universal basis for medical terminology, ensuring accuracy and consistency.
- English language allows students to access international research, clinical guidelines, and scientific publications.
- Uzbek language ensures effective communication with local patients and supports national medical practice.

• Russian language remains important due to historical and educational resources widely used in the region.

Statistical data indicate that students who study in multilingual environments demonstrate 20–30% better comprehension of medical terminology compared to those studying in a single language. Moreover, multilingual training improves critical thinking and adaptability in clinical situations.

Conclusion

The integration of Latin, Uzbek, Russian, and English languages plays a crucial role in modern medical education. It enhances students’ professional competence, improves communication skills, and facilitates access to global medical knowledge. A balanced multilingual approach should be further developed and implemented in educational systems to prepare highly qualified healthcare professionals.

References

1 Aliyev, S., & Norboboyeva, S. (2026, March). MYOPIA: PREVALENCE, RISK FACTORS AND PREVENTION STRATEGIES IN MODERN STUDENTS. In CONFERENCE ON GLOBAL RESEARCH PERSPECTIVES (Vol. 4, No. 1, pp. 134-138).

2 Askaraliyevna, K. M. (2025). Total physical response method: highlighting aural comprehension in language learning. O'zbekiston davlat jahon tillari universiteti konferensiyalari, 366-369.

3 Avezova, A. K. (2025, May). SIMPLE MEDICAL CONVERSATIONS IN UZBEK: A GUIDE FOR BEGINNERS IN HEALTHCARE. In E-Conference platform (Vol. 1, No. 20-may, pp. 45-47).

4 Avezova, A. K. P. Q. (2024). O ‘ZBEK TILI TALAFFUZ QOIDALARINI XORIJLIK TALABALARGA O ‘RGATISHDA Q, G ‘, X, U VA SH TOVUSHLARINING AHAMIYATI. Academic research in educational sciences, (1), 407-410.

5 Bobomurodova, G. I. (2024). The role of gender in compound words describing human appearance. Xorijiy lingvistika va lingvodidaktika – Zarubezhnaya lingvistika i lingvodidaktika – Foreign Linguistics and Linguodidactics, (2)(4).

6 Isomiddinova, D. (2026). Designing an ESP course for first-year medical students: A needs-based case study and content-oriented approach. European Journal of Pedagogical Initiatives and Educational Practices, 4(1).

7 Isomiddinova Diyora. (2026). LEARNING WITH CORPORA IN ENGLISH LANGUAGE TEACHING: PEDAGOGICAL IMPLICATIONS. Ta’limda Raqamli Texnologiyalarni Tadbiq Etishning Zamonaviy Tendensiyalari Va Rivojlanish Omillari, 53(1), 163-165.

8 Israilov J.D. AUTHENTIC MEDICAL TEXTS AS A FOUNDATION FOR DEVELOPING PROFESSIONAL ENGLISH COMPETENCE IN MEDICAL EDUCATION . (2025). Global Science Review, 11(1), 279-289.

9 Israilov, J. D. (2025,). The Role of Professionally Oriented Medical Texts in Forming Lexical and Discursive Competence in Medical English. In VII International Mediterranean Scientific Research Congress.–Hatay Mustafa Kemal University, Hatay, Türkiye.–13–15 June (pp. 754-758).

10 JUMANAZAROVNA, B. (2025). USING INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH TO MEDICAL STUDENTS. INTERNATIONAL JOURNAL, 5(3), 18-20.

11 Xushbaroy, B. (2025). Effective strategies for teaching English as a foreign language (EFL). EduVision: Journal of Innovations in Pedagogy and Educational Advancements, 1(5), 863-867.

12 Kadirova L.U., ПЕРЕВОДЫ ЗАИМСТВОВАННЫХ МЕДИЦИНСКИХ ТЕРМИНОВMODERN SCIENTIFIC RESEARCH INTERNATIONAL SCIENTIFIC JOURNAL. , 2024-yil.

13 Kadirova L.U., Prince Kumar Гомеопатия в Индии-популярность, развитие и вызовы // International journal of advanced research in education, technology and management. -pp61-65, 2025-yil. vol4, issue 2,2025.

14 Kakhorova, M., & Maqsudjonov, S. (2025). THE COMMON HEALTHCARE APPROACHES IN THE ERA OF GRECO-ROMAN ANTIQUITY. Journal of Applied Science and Social Science, 1(1), 3-6.

15 Madinabonu, J. (2024). SOCIOLINGUISTIC FACTORS THAT IMPACT THAT STUDENTS'LANGUAGE LEARNING. Web of Teachers: Inderscience Research, 2(11), 94-96.

16 Madinabonu, J. (2025). ENHANCING ENGLISH LANGUAGE LEARNING THROUGH MOBILE TECHNOLOGIES: A STUDY OF MALL. EduVision: Journal of Innovations in Pedagogy and Educational Advancements, 1(5), 850-858.

17 Muhammedova, O. A., & Hamrayeva, D. (2026). Global tibbiy kommunikatsiyada lotin terminologiyasining standartlashtiruvchi roli. Медицинский журнал молодых ученых, 413–418.

18 Абдуллаев М. К. ИНТЕГРАТИВНЫЙ ПОДХОД К ФОРМИРОВАНИЮ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ В УСЛОВИЯХ МНОГОЯЗЫЧНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ //Журнал гуманитарных и естественных наук. – 2026. – №. 34 [1]. – С. 212-221.

19 Norboboeva, S. A. (2025, May). USING TASK-BASED LEARNING TO TEACH MEDICAL ENGLISH IN INTERNATIONAL CLASSROOMS. In E-Conference platform (Vol. 1, No. 20-may, pp. 208-209).

20 Rakhmatova, N. (2025). INNOVATSION METODIK YONDASHUVLAR ASOSIDA TIBBIYOT YO'NALISHIDA TAHSIL OLAYOTGAN TALABALARGA CHET TILINI O'QITISHNI TAKOMILLASHTIRISH. Filologiya va pedagogika, 14(18).

21 Rakhmatova, N. (2025). THE IMPACT OF ARTIFICIAL INTELLIGENCE (AI) TOOLS ON FOREIGN LANGUAGE TEACHING METHODOLOGY: A CRITICAL ANALYSIS OF OPPORTUNITIES AND CHALLENGES. Eurasian Journal of Social Sciences, Philosophy and Culture, 5(12), 79–82.

22 Абдуллаева, Р. М. (2022). Интеграция С Клиническими Дисциплинами В Медицинском Вузе При Обучении Русскому Языку Специальности. Central Asian Journal of Medical and Natural Science, 3(6), 94-97.

23 Абдуллаева, Р. М. (2016). Своеобразие системы образования великобритании. Ученый XXI века, (3-4).

24 Бобомуродова, Г. И. (2025, November). Геймификация как средство повышения учебной мотивации студентов-медиков при изучении английского языка в контексте ESP. Latin American Journal of Education, 5(6).

25 Мухаммедова, О. А., & Солиев, С. Ш. (2025). Составные части и категории медицинских терминов. Медицинский журнал молодых ученых, 340–342.

26 Алибекова Л. Р. " ЖИВОЙ" РУССКИЙ: КАК СДЕЛАТЬ ЗАНЯТИЯ ПО РУССКОМУ ЯЗЫКУ ИНТЕРЕСНЫМИ ДЛЯ СТУДЕНТОВ-МЕДИКОВ //E-Conference platform. – 2025. – Т. 1. – №. 20-may. – С. 24-27.

27 Алибекова Л. Р. ИСПОЛЬЗОВАНИЕ КРЫЛАТЫХ ВЫРАЖЕНИЙ В МЕДИЦИНЕ, И ИХ РОЛЬ В ФОРМИРОВАНИИ ПРОФЕССИОНАЛЬНЫХ КАЧЕСТВ БУДУЩЕГО ВРАЧА //E-Conference platform. – 2025. – Т. 1. – №. 20-may. – С. 28-30.