



DIFFICULTIES OF READING ENGLISH TOPICS IN MEDICAL INSTITUTE

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Abstract:

There are many difficulties in the process of studying and teaching English, especially medical topics, in medical institutions. The importance of understanding and proper use of terminology, science-related texts in English is growing in such institutions. The need to learn English is emerging in order to be integrated into World medicine and scientific progress, to participate in modern innovations, to improve qualifications and to make extensive use of experience learning opportunities abroad. However, there are also problems that students and teachers in this area face in the process of reading, understanding and mastering the news of medical texts in English in a small amount of time.

Keywords: Medicine, English, grammar, interactive methods, news, opportunity, terminology, dissemination, skill development.

One of the main features of Medical English is its richness in complex medical terminology and specific grammatical constructions. There are many complex invasions in the fields of diagnosis, treatment, Biochemistry, Pharmacology, diagnostics and others. The abundance of such terms and the difficulty of mastering them cause many obstacles to reading medical texts. Medical articles and textbooks written in English are often concise, progressive, thorough, and comprehensive, requiring additional effort to understand and comprehend. Students often have more difficulty mastering English-language medical texts compared to Uzbek-language plain texts. In language learning, it is important to expand vocabulary, to master phonetic and grammatical aspects well, to distinguish the main idea in the text and, in general, to draw correct conclusions from the read text. In medical English, however, many abbreviations, specific terms, professional footnotes are used. In some cases, a single word or term can be used in multiple senses, which further



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complicates understanding. For this reason, a student or professional studying medical information in English should always be in a consistent search and try to learn consistently in order to correctly perceive a new term and phrases.[1]

Another important aspect in the process of reading texts used in the field of Medical English is the correct understanding of modern innovations and scientific explanations in texts. Scientific articles, results of clinical research, statistics, statements about patient practices — all this will be present in the composition of modern English medical texts. All this information requires students to have not only linguistic, but also basic knowledge of Medicine. This, in turn, complicates the assimilation of medical terms and requires consistent research and practice from students. Another problem in learning English in the medical field is the differences between Uzbek and English grammar. The system of tenses in English, majhul nisba, complex sentence structures, passive constructions, comparative and perfect tenses are very widely used in medical texts. With less use of such means of expression in Uzbek, students will need more practice and practice to read and properly analyze such statements. In some medical texts, however, various abbreviations, codes representing diagnoses, and a large number of new terms leading to modern trends cause discomfort in understanding as well. Another major obstacle to reading medical texts in English in medical institutions is the lack of teacher qualifications. In some cases, teachers who are fluent in English may not have mastered the medical field deep enough. On the contrary, teachers with a thorough medical background will have a low level of proficiency in English at the modern level. This situation creates problems with in-depth analysis of texts on medicine, correct interpretation of scientific and practical terms, and introducing students to modern medical literature. Improving teachers' skills and providing them with modern courses and certifications is important in solving this problem.[2]

One of the problems is also the lack of guidelines and teaching literature in a foreign language, and sometimes the absence of Uzbek-language equivalents of available resources, when training students studying in the laboratory, clinical practice departments. Practical training requires that language skills be strong so that students can learn English language instructions, patient cards, instructions, information about traditional drugs with agility. However, in most cases it is difficult to read



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English texts without continuous translation and annotations, as well as to understand them. Another problem is the lack of means of self — instruction in reading medical texts in English. Many modern tutorials, online platforms, and interactive programs have been developed overseas, while Uzbek language annotations, translations, or additional resources are insufficient. This creates gaps in students' independent learning, mastery, and knowledge. For example, the skill of searching for each term or phrase, realizing it, and then being able to apply it in practice requires not only linguistic competence, but also work with information technology. Specific dictionaries, electronic resources, and interactive activities must be sufficient to master Medical English texts.[3]

At the same time, the study of medical subjects in English also has different effects on student psychology. Insecurity in language learning, anxiety about failure to produce results, difficulties in memorizing Complex Phrases, insufficient vision of modern patterns — all these are psychological obstacles to the complete mastery of knowledge. As a result, some students limit themselves to working with medical texts in English or limit their knowledge to only Uzbek or Russian. This narrows the possibility of using global innovative approaches in their future practical activities. Problems in reading medical texts in English can also be attributed to individual personal differences. Each student or specialist will have their own style and approach to learning a foreign language. Someone hears, someone reads, someone writes and master the language well. However, since most medical programs and textbooks are structured in a uniform manner, individual differences, particularly in teaching and learning styles, must be taken into account. Implementing approaches such as interactive activities, laboratory work, independent discussion, and online peer-to-peer exchange in foreign language learning will have a positive impact in this regard.

In addition, the ability to effectively use technological tools is also necessary when reading modern medical texts. With the help of electronic medical resources, international journals and articles, video lessons and online courses, opportunities for Learning English are opened. However, in the use of modern technological tools, in some cases, as a result of a lack of technical knowledge and skills, obstacles arise to the effective study of medical texts in English. The lack of Internet speed, lack of



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computers and tablets, or inadequate skills in using them correctly, further increases students' difficulty in learning an independent language. Also, the lack of vocabulary in reading and analyzing medical texts in English, poor mastery of pronunciation rules, poor memorization of phrases actively used in professional speech are considered problems inherent in this area. For example, there are many mistakes in correctly pronouncing or writing medical terms in English. Such errors, on the one hand, prevent the process of mastering from slowing down, and on the other, prevent the correct perception of the main information that comes out of the text. Another difficulty in reading medical texts in English is the specificity of scientific style and speech. Medical articles, field reports, analytical reviews, comments on pharmacy are often written in a clear, concise, and outcome-based manner. Such texts need to be studied differently than scientific texts or popular articles in ordinary Uzbek. In the study of medical texts in English, it is necessary to thoroughly master the scientific accuracy, analytical idea and phrases in each sentence that serve to produce results. Many parts of scientific medical texts will be based on statistical example and number, scientific method and in-depth analysis. Therefore, it is necessary to have sufficient skills in the correct reading and comprehension of statistical phrases, formulas and scientific proofs in English. Especially for the correct analysis of research results, scientific evidence, digital data, it is required to understand statistical expressions and their logic in English. And not realizing statistical styles and results can lead to a misunderstanding of the content of the entire text. An important aspect of English — language texts in the field of Medicine is the correct appropriation of information from the global community, international conferences, scientific exchange and cooperation programs. Modern medical innovations and innovations are delivered in English by many foreign specialists. Therefore, the events of reading and understanding medical texts in English make it possible to increase the level of professional knowledge, actively participate in international cooperation, effectively use world experiences.[5]



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Conclusion:

In conclusion, the difficulties that arise when reading medical subjects in English in medical institutions are diverse and multidisciplinary. Key challenges include complex medical terminology, grammatical differences, lack of resources, faculty and student qualifications, individual approaches, poor use of technological tools, and psychological barriers. In overcoming the above problems, it is necessary to introduce modern textbooks and resources, update educational resources, organize special classes for the study of medical texts in English, improve the skills of teachers and students, and effectively use new information technologies. Effective reading and mastering of medical subjects in English in medical institutions is an important factor to fully meet the need for mature medical personnel with qualified, modern knowledge in the future and find their place in the scientific community of the whole world.

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