

THE EASY WAYS OF LEARNING MEDICAL PLANTS (PHYTONYMS) IN THE DEPARTMENT OF PHARMACEUTICAL TERMINOLOGY

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ANNOTATION:

This article will discuss the methods of easy study and teaching students of higher medical educational institutions the names of medicinal plants (phytonyms) in the discipline of Latin and medical terminology in the section of pharmaceutical terminology.

Keywords: phytonyms, pharmaceutical terminology, botanical terms.

INTRODUCTION:

In fact, there is a special charm of Purvish mountains, green valleys, picturesque forests, rivers and lakes, and even vast deserts on our land. Especially due to the fact that many biogeographic regions are located in the intersecting region, the plant world is incredibly diverse. Generous nature proportionately balances the whole being in life. All the living creatures in it live in harmony with each other, live, multiply and, when necessary, receive ointments from each other, enjoy the sources of vital need. It can be understood from this that every living thing in nature, every nabotot has its own healing property.

There are more than 700 species of medicinal plants in Uzbekistan. These are used in scientific and folk medicine from about 120 plant species that grow and cultured in natural conditions. Currently, about 40-47% of the drugs used in medicine are taken from plant extracts. The study of medicinal plant names (phytonyms) on pharmaceutical nomenclature

in Latin requires its healing properties. Another important aspect is that plant names must be written in Latin in capital letters. Under the term Phyton (Greek phyton – plant +onim – name), the names of plants are understood.

Phytonyms are distinguished from other layers in the dictionary composition by their direct connection with the history of socio-political, cultural development of the people, their interaction with Customs and traditions. The study of botanical names in the course of Latin language and medical terminology is the assimilation of new linguistic materials that have a lot of lexical units, which may be vague concepts and students may not usually have an associative understanding on this topic. Phytonyms are part of the language with a long history. In addition to folk life, culture, history, socio-political views, ancient traditions inherent in the language and language of the people who created them are preserved in them. Plants can also be called differently in different oases of one country, and the etymology of botanical names is always interesting and multifaceted. The task of Latin teachers is to create motivational conditions for students to consciously learn the names of plants in Latin. When studying botanical terms, it is necessary to start with the introduction of Latin words, since if the Latin term is completely or partially compatible with the corresponding word of the Uzbek language, the students will easily understand and better remember the Uzbek equivalent. For example, the Alai plant is translated as” Aloe “in Latin”

Aloe“, in Russian it is also” aloë“, in English it is also translated as” aloë“, another example of which we can take as an example:” medical Valerian“,”medical Veronica“,”medical galega“,”medical issop“,”medical calendula“,”medical borago“,” kalankhoy“,” mountain arnica” and other plants. The names of this dorivor plant are easy to remember, because in many languages they are written the same.

If the student knows the names of the main 6 different colors found in medical terms, the name of the plants associated with the name of that color will be remembered quickly and easily from Latin to Uzbek. For example, depending on the color of some plant flowers: Bryonia alba white watermelon, Lamium album White lamium (White yasnotka), Viscum album White mistletoe, Salix alba white tulle (albus-White), Centaurea cyanus blue cornflower (cyano-blue), Crataegus sanguineus red Hawthorn (sanguineus-blood color), Ribes nigrum black currant, Populus nigra black coriander, Sambucus nigra black coriander (nigra-black), Aronia melanocarpa black fruit Rowan (melano-black color, carpus-fruit (Greek)), Polemonium coeruleum blue), nuphar lutea yellow nufar (luteus-yellow), viola tricolor three-color violet (tri-three, color), centaurium Erythraea tillabosh (Aurium-Gold, erythro-red (Greek)), Eucalyptus cinerea Gray eucalyptus (cinereus-Gray); Depending on the place where the plants grow, the name is: field forty-leaf Equisetum arvense, field ononis arvensis (arvense-field), City Circus Geum urbanum (urbanus-city); depending on The Shape of the plants, for example: erect growing goiter Potentilla erecta (erector-erect, straight), large zubturum Plantago major (major-large), thick-leaved bergenia crassifolia (crassum-thick, folium-leaf), round-leaved rosyanka Drosera rotundifolia (rotundus-round, folium-leaf), oblong-leaved Lamb type angustifolia (angustus-narrow,narrow, Folium-

-leaf), three-leaf Vakta menyanthes trifoliata (tri-three, folium-leaf), Peach Toron Polygonum Persicaria (persicum-peach), three-piece spruce, ittikanak Bidens tripartita (tri-three, pars, partis-partis), patrimonial kalankhoy Kalankhoe pinnata (pinnatus-patrimonial), Eucalyptus globulus (globulus-sharcha), heart-shaped juka, lipa Tilia cordata (cor,cordis-heart), large bitch Chelidonium majus (majus big), sebarga,grass-leaf Trifolium pratense (tri-three, folium-leaf), asterisk Stellaria media (stella-Star, Media-medium); depending on the components of the names of the hangers: bittoron (watercolor, indented) Polygonum hydropiper (hydro-water, Piper-pepper), ordinary sour oxalis acetosella (oxy-sour), medical soap saponaria officinalis (Sapo-soap); depending on the seasons, for example: Rosa majalis (majalis-related to the month of May), Navruz Primula veris (primus-first, ver-spring); depending on the smell of plants: fragrant psoriasis toil Ruta graveolens, fragrant dill, dill Anethum graveolens (graveolens-fragrant) and others can be cited as an example. Through these analogies, the student can easily remember phytonyms.

CONCLUSION:

Learning and studying of pharmaceutical terms is aimed at training specialists who have universal knowledge, a good understanding of medical terms in their field, which will help them to think independently, critically and creatively, e't can be an impetus for the development of skills and to confidently enter into social relations, regardless of the profession they choose.

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