



**MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS**
**ENHANCING MEDICAL TERMINOLOGY LEARNING
THROUGH 'PRESENT PRACTICE PRODUCE' (PPP) APPROACH**

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Annotation: This article explores the application of the PPP (Presentation, Practice, Production) method in teaching medical terminology. It highlights how the structured approach aids students in understanding, retaining, and applying complex medical terms. By breaking down the learning process into three phases- presentation, practice, and production - the article emphasizes active engagement and adaptability to different learning styles.

Key words: PPP approach, medical terminology, root words, medical case studies, structured learning, prefixes, suffixes, active engagement.

Аннотация: В данной статье исследуется применение метода ППП (Презентация, Практика, Производство) в преподавании медицинской терминологии. В нем подчеркивается, как структурированный подход помогает студентам понимать, запоминать и применять сложные медицинские термины. Разбивая процесс обучения на три этапа - презентация, практика и производство в статье подчеркивается активное участие и адаптация к различным стилям обучения.

Ключевые слова: подход ГЧП, медицинская терминология, корневые слова, медицинские примеры, структурированное обучение, префиксы, суффиксы, активное участие.

Annatatsiya: Ushbu maqola tibbiyot terminologiyasini o'rgatishda PPP (Presentation, Practice, Production) usulini qo'llash haqida. Ushbu maqolada bu tizimli yondashuv talabalarga murakkab tibbiy atamalarni tushunish, saqlash va qo'llashda qanday yordam berishi mumkinligi haqida ma'lumot beradi. Maqolada o'quv jarayonini uch bosqichga bo'lish orqali – taqdimot, amaliyot va ishlab chiqarish – maqolada faol ishtirok etish va turli ta'lim uslublariga moslashishga urg'u berilgan.

Kalit so'zlar: PPP yondashuvi, tibbiy terminologiya, ildiz so'zlar, tibbiy misollar, tizimli o'rganish, old qo'shimchalar, qo'shimchalar, faol qatnashish.

Medical terminology is foundational for healthcare professionals, but mastering it can be daunting for students. One effective method for teaching medical terminology is the PPP (Presentation, Practice, Production) approach. This approach provides a clear structure, helping students understand, retain, and apply complex terms efficiently. In presentation stage new information (medical terms) is introduced to the students. The instructor explains the meaning, pronunciation, and context of each term, often with the



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help of visual aids like anatomical diagrams or medical case studies. In practice, students actively engage with the material through guided exercises. They may repeat, categorize, and use the medical terms in controlled scenarios like worksheets, flashcards, or matching exercises. This is the final stage, production where students independently use the medical terminology in more open-ended tasks. Examples include writing medical reports, diagnosing simulated cases, or engaging in role-play activities that require accurate use of terms.

When introducing a new set of medical terms, instructors can start by explaining the root words, prefixes, and suffixes commonly used in medical language (e.g., cardio- for heart, -itis for inflammation). Using examples like “carditis” (heart inflammation), the teacher explains the structure and meaning in context. Visual aids, such as anatomical charts or videos of medical procedures, can enhance the presentation by providing real-world relevance to the terminology. For instance, showing a video of a heart surgery while introducing cardiovascular terms creates a strong connection between language and application. Practice Phase in Medical Terminology: After the initial presentation, students can engage in practice activities. Fill-in-the-blank exercises where students insert the correct term based on a definition or description. Group activities where students match terms to the correct body systems or conditions. These structured activities help students become more familiar with the terms, improving retention and understanding. In this final stage, students demonstrate their mastery of medical terminology. Tasks such as role-playing doctor-patient interactions, writing short case reports, or diagnosing conditions based on symptom descriptions allow students to actively apply what they've learned. Encouraging students to speak and write using the terminology solidifies their knowledge in practical, real-life contexts.

There are some undeniable advantages of using PPP methods in teaching English in medical education.

Structured Learning: The PPP method provides a clear progression, allowing students to gradually build confidence and proficiency in medical terminology.

Active Engagement: Each phase of the PPP approach involves active participation, from listening and absorbing in the Presentation phase to applying knowledge in real-world contexts during the Production phase.

Adaptable to Different Learning Styles: The PPP approach can be customized with various teaching aids and activities, making it suitable for visual, auditory, and kinesthetic learners. The application of the PPP (Presentation, Practice, Production) approach in teaching medical terminology represents a powerful pedagogical strategy that addresses the inherent challenges of mastering complex medical language. This structured method guides students through a systematic learning process, fostering not only comprehension but also practical application of medical terminology. By starting with a clear presentation of terms, instructors lay a solid foundation for understanding. The incorporation of visual aids and contextual examples makes the learning experience



more engaging and relevant, enabling students to see the real-world application of what they are learning. The subsequent practice phase is crucial in reinforcing students' familiarity with medical terms. Through various interactive activities such as flashcards, fill-in-the-blank exercises, and group discussions, students are encouraged to actively engage with the material. This active engagement promotes retention and enhances their ability to recall and use terminology accurately. Finally, the production phase allows students to demonstrate their mastery of medical terminology in practical scenarios. By participating in role-plays, writing case reports, or diagnosing conditions based on symptom descriptions, students are given the opportunity to apply their knowledge in meaningful ways. This real-world application is essential for building the confidence needed to communicate effectively within medical settings. The PPP approach is particularly beneficial in diverse classrooms where students may have varying learning styles and levels of proficiency. Its adaptability allows educators to tailor instruction to meet the needs of individual learners, ensuring that all students can successfully navigate the complexities of medical terminology.

In conclusion, adopting the PPP approach not only enhances students' understanding and retention of medical terminology but also prepares them for the challenges they will face in their future healthcare careers. By providing a structured yet flexible framework for instruction, educators can foster a deeper appreciation for medical language and its critical role in effective communication within the healthcare industry. As students become more confident in their ability to use medical terminology accurately, they are better equipped to contribute to patient care and collaborate with colleagues in professional settings, thereby promoting a culture of clear and effective communication in healthcare.

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