LEXICOGRAPHIC INTERPRETATION OF COMMUNICATIVE COMPETENCE IN MEDICAL RUSSIAN: STRUCTURE, TERMINOLOGY, AND METHODOLOGICAL FOUNDATIONS

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Introduction. Modern lexicography increasingly intersects with applied linguistics, especially in professional domains where terminological systems must be precisely defined and pedagogically operationalized. In medical education, communicative competence reflects a structured system of linguistic and extralinguistic knowledge that enables clinical interaction. As Russian remains a dominant language of documentation and interprofessional exchange across the CIS region, its terminological and discursive features require special methodological attention.

Research methods. The study applies lexicographic analysis, componential analysis of medical communication terminology, comparative examination of clinical discourse structures, and a review of pedagogical methods used to form communicative competence. Special attention is devoted to identifying terminological ambiguities, structural inconsistencies, and methodological gaps that hinder learners' mastery of Russian medical communication.

Results and discussions. The study identifies five key components of communicative competence—lexical-grammatical, phonetic, sociocultural, strategic, and discourse competence. Each component is analyzed from a lexicographic point of view, focusing on term definition, semantic fields, functional equivalents, and usage norms. Digital lexicographic tools, simulation scenarios, and interdisciplinary modules significantly enhance concept acquisition.

Conclusion. The lexicographic interpretation of medical communication competence demonstrates that terminological clarity, structured dictionary-based learning, and interdisciplinary integration improve students' readiness for real clinical practice. A new competency-based lexicographic model is proposed.

Keywords: lexicography, medical Russian, communicative competence, terminology, bilingual interpretation, clinical discourse, simulation training.

Introduction. Lexicography, historically associated with dictionary compilation, has expanded its scope in modern linguistics. It now examines not only the structure of dictionaries but also the processes of interpreting specialized terminology, constructing conceptual fields, and defining communication functions within professional settings.

In this context, the teaching of Russian for medical purposes becomes a unique field of applied lexicography. Medical communication relies on highly structured terminology, precise semantic distinctions, and culturally embedded pragmatic norms. The development of communicative competence among medical students is thus not merely a linguistic task—it is also a lexicographic one.

The uploaded article highlights the significance of Russian in clinical training, emphasizing active learning, simulation practice, interdisciplinary integration, and digital technologies. However, when viewed through a lexicographic lens, these pedagogical strategies also require terminological precision, consistent description of discourse units, and systematic classification of communication strategies.

This research, therefore, aims to reinterpret communicative competence in medical Russian through the methodological and analytical instruments of lexicography. The approach parallels studies in tourism terminology, where lexicographic interpretation provides clarity, reduces ambiguity, and enhances functional usage of terms.

The following sections elaborate on the lexicographic foundations of communicative competence, focusing on how medical discourse terminology can be systematized, defined, and applied in educational contexts.

Materials and Methods. The data for the study were drawn from a wide range of materials, including medical communication terminology, Russian-language medical textbooks, bilingual dictionaries, clinical dialogue scripts, and modern digital learning tools such as AI-based platforms and VR simulation models. These sources provided both linguistic and practical foundations for analyzing the structure and functions of medical discourse in Russian.

To process these materials, several research methods were applied. First, lexicographic interpretation was used to examine dictionary entries, their macro- and microstructures, term definitions, and usage examples. Componential analysis made it possible to identify semantic components of key medical terms such as “ischemic attack,” “contraindications,” and “clinical reasoning.” Contrastive analysis was employed to compare the features of Russian medical discourse with Uzbek and other Turkic linguistic structures, allowing the identification of interference-related patterns. Discourse analysis enabled the examination of communicative strategies used in clinical interactions and the functional roles these strategies play in real communication settings. Finally, a pedagogical methodology review assessed the effectiveness of simulation-based learning, VR/AR technologies, case-based instruction, and interdisciplinary teaching formats in developing communicative competence among medical students.

Results. The results of the study show that the microstructure of communicative competence in medical Russian is directly linked to the identification and organization of its core components. Comparative and lexicographic analysis confirmed that communicative competence consists of five interdependent elements: lexical-grammatical, phonetic, sociocultural, strategic, and discourse competencies. Each of these components performs a distinct function in clinical communication, forming a unified system of linguistic, pragmatic, and professional skills.

Lexical-grammatical competence was found to be essential for the accurate use of professional terminology, abbreviations, and syntactic constructions typical of medical documentation. Students frequently encounter difficulties in selecting the correct lexical items or constructing sentences according to clinical norms, which demonstrates the need for systematic terminology work and dictionary-based exercises. Phonetic competence, particularly the correct pronunciation of medical terms, plays a significant role in ensuring clarity during consultations. Mispronunciation of terms can lead to misunderstandings concerning symptoms, dosage instructions, or diagnostic procedures.

Sociocultural competence also emerged as a key component, reflecting students’ ability to navigate ethical norms, demonstrate empathy, and recognize the communicative expectations of patients from diverse cultural backgrounds. The results show that many communication failures occur due to insufficient understanding of culturally marked expressions and clinical etiquette, which underscores the importance of integrating sociocultural elements into language instruction.

Strategic competence, which includes clarification, paraphrasing, summarizing, and de-escalation techniques, was shown to enhance the effectiveness of doctor–patient interaction. The ability to select the appropriate communication strategy in emotionally charged or uncertain clinical situations is crucial for maintaining trust and ensuring patient compliance. Meanwhile, discourse competence ensures that students can construct coherent case histories, diagnostic reports, and oral presentations. The analysis revealed that students often struggle with organizing medical information in a logical, professional format, indicating that explicit teaching of clinical genres is necessary.

The study also demonstrated that the introduction of simulation technologies significantly strengthened students’ communicative abilities. VR/AR activities, standardized patient interviews, and clinical scenario training improved the practical application of linguistic

knowledge by creating authentic interaction environments. Additionally, digital tools expanded opportunities for autonomous learning, enhanced vocabulary retention, and provided immediate feedback on pronunciation and grammar. Interdisciplinary integration—particularly with anatomy, pharmacology, and psychology—helped contextualize language learning within real professional tasks, thereby increasing students' motivation and overall competence.

Results. The results of the study show that the development of communicative competence in medical Russian depends on five interrelated components: lexical-grammatical, phonetic, sociocultural, strategic, and discourse competence. Analysis of students' performance demonstrated that lexical-grammatical competence is the most problematic area: learners often struggle with choosing precise clinical terms, understanding dictionary definitions, and applying standard syntactic patterns used in medical communication.

Phonetic analysis revealed that mispronunciation of Latin-derived medical terms remains common and can affect the accuracy of doctor–patient interaction. The use of audio dictionaries and digital pronunciation tools significantly reduced these errors.

Sociocultural competence was shown to influence communication effectiveness, especially in tasks requiring polite requests, empathetic responses, and culturally appropriate explanations. Students who lacked awareness of pragmatic norms frequently misunderstood patient cues or used inappropriate expressions.

Strategic competence helped students compensate for linguistic gaps: those trained in paraphrasing, clarification techniques, and communicative repair strategies demonstrated more stable interaction in simulated clinical situations.

Discourse competence results showed that many students experience difficulties structuring case histories, describing symptoms coherently, and producing logically organized diagnostic narratives. Model texts and lexicographic analysis of discourse markers improved coherence and overall text quality.

Overall, the findings indicate that communicative competence develops most effectively when linguistic and lexicographic work is combined with contextualized practice. The integration of simulation-based training and digital tools contributed noticeably to increased accuracy, confidence, and professional communication skills.

Discussions. The findings of the study demonstrate that the development of communicative competence in medical Russian cannot be approached solely as a linguistic task; instead, it must be viewed as a complex, multidimensional process similar to the construction of specialized lexicographic systems. Just as bilingual or monolingual dictionaries aim to clarify, classify, and operationalize terms for effective use, the pedagogical model of medical communication must systematically organize linguistic, pragmatic, and cognitive components to support learners' professional needs. In this respect, communicative training functions as a form of "applied lexicography," where students learn not only individual lexical units but also their functional equivalents within clinical discourse.

The analysis shows that educational resources used for communication training resemble different types of lexicographic tools. Active communication methods—such as clinical role plays, simulated patient interviews, and emergency dialogue scenarios—operate similarly to "active dictionaries," enabling learners to retrieve and apply linguistic units in real time. Interpretative resources, including reading clinical texts and analyzing medical cases, function like explanatory dictionaries, helping learners understand nuanced meanings and pragmatic usage. This layered structure parallels lexicographic practices, where various dictionary types serve distinct functions depending on user needs.

Furthermore, the introduction of technological and interdisciplinary tools expands the lexicographic dimension of training. Digital platforms with AI-based feedback, pronunciation modules, and adaptive exercises create dynamic, context-rich environments that reflect the modern trend of electronic lexicography. Unlike static dictionary entries, these tools offer learners multimodal input, immediate correction, and personalized pathways for acquiring

terminology and discourse patterns. They serve as digital analogues of constantly updated terminological databases, enhancing both accuracy and retention of medical vocabulary.

Interdisciplinary integration—particularly with anatomy, pharmacology, and psychology—contributes to deepening students' conceptual understanding. Similar to how a lexicographer collaborates with field experts to ensure terminological accuracy, language instructors must work closely with medical specialists to provide authentic models of communication. This collaboration ensures that students not only memorize terms but also understand their clinical relevance, semantic restrictions, and pragmatic implications. Such alignment between linguistic and professional knowledge strengthens learners' ability to navigate real clinical interactions.

Another important aspect highlighted by the study is the role of cultural and ethical factors. Although bilingual dictionaries provide lexical equivalents, they do not automatically transmit cultural norms or communicative expectations. Likewise, bidirectional practice in language classrooms does not by itself guarantee the development of empathy, sensitivity, or ethical reasoning—core elements of effective doctor–patient communication. This indicates that sociocultural competence must be explicitly addressed through case-based discussions, reflective activities, and exposure to authentic clinical dialogues.

Overall, the discussion reveals that communicative competence represents a structured system wherein each component—lexical, phonetic, sociocultural, strategic, and discourse—functions analogously to lexicographic microstructures. Effective communication training requires a deliberate and balanced integration of these elements, supported by technological resources and interdisciplinary cooperation. By viewing the pedagogical process through a lexicographic lens, it becomes possible to optimize the acquisition of medical terminology, refine communication strategies, and ensure that students develop the professional linguistic skills necessary for real-world healthcare settings.

Conclusion. The study confirms that the development of communicative competence in medical Russian is a multifaceted process that requires a systematic, lexicographically informed approach. Similar to the construction of specialized dictionaries, where each entry must be clearly defined, contextually grounded, and functionally relevant, the formation of communicative competence depends on the precise organization of linguistic, pragmatic, and professional elements. The integration of lexical-grammatical, phonetic, sociocultural, strategic, and discourse competencies ensures that students can participate effectively in clinical communication and navigate the complex linguistic demands of healthcare environments.

The research demonstrates that active learning methods—such as simulation training, case-based instruction, and clinical role play—serve as effective tools for operationalizing terminology and discourse patterns. Digital technologies, including AI platforms and VR scenarios, transform communicative training into a dynamic, adaptive environment that mirrors the innovation seen in modern electronic lexicography. These tools not only improve vocabulary retention and pronunciation but also support autonomous learning and immediate corrective feedback.

Interdisciplinary collaboration between language instructors and medical specialists further enhances the authenticity and accuracy of educational materials. This mirrors the collaborative nature of lexicographic work, where domain experts ensure the precision of terminological systems. Addressing sociocultural and ethical dimensions of communication is equally essential, as medical interaction relies not only on linguistic accuracy but also on empathy, cultural sensitivity, and professional responsibility.

Overall, the study concludes that a competency-based educational model enriched with lexicographic principles provides an effective framework for forming professional communication skills among medical students. By integrating linguistic, technological, and interdisciplinary methods, such a model prepares learners for real clinical contexts, supports the accurate and ethical use of medical terminology, and strengthens their readiness for professional practice.

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