Use of Innovative Technologies In Learning Latin and Medical Terminology

Pulatova Sharifa

Tashkent Medical Academy

Department of pedagogy, psychology and languages

Abstract: This article examines the use of innovative technologies in the study of Latin and medical terminology, which give the most pronounced effect and the rate of assimilation of new material by students, and also develops professional skills. The goal of professionally oriented teaching of the Latin language in medical university is to form the foundations of information and communication activities aimed at using the Latin language, firstly, as a means of obtaining professionally relevant information based on medical terms and, secondly, as a means of professional communication.

Key words: innovative technologies, knowledge and skills, medical terminology, professional activity, Latin language.

Introduction

Modern education requires a new approach to teaching methods in educational institutions. It is clear that it is necessary to produce a specialist not only with good knowledge, but who knows how to use it in practice. To teach students to think independently, make decisions, work in groups, develop communication and creative abilities, and take responsibility, teachers have to study and use new techniques.

In the pedagogical literature there are many examples of innovative technologies for teaching students, but, in my opinion, not all of them can be used in practical classes in the Latin language.

In modern conditions of modernization of education, the goals and objectives facing the teacher are changing. The emphasis shifts from "knowledge acquisition" to the formation of "competencies".

Innovative pedagogical technologies are being introduced that take into account and develop the individual characteristics of students [2].

Modern educational technologies can be considered as a key condition for improving the quality of education, reducing the burden on students, and more efficiently using study time [4].

Speaking about the use of innovative teaching methods, it is worth paying attention to the development of students' critical thinking and the organization of independent work in practical classes in the Latin language.

I mean a set of methods, techniques and tools that not only improve the quality of education, but also help develop the professional and general cultural competencies of medical students.

Critical thinking as creative, analytical thinking helps students solve the following problems in their studies:

- determination of priorities;
- acceptance of individual responsibility;
- increasing the level of work with information.

Independent work of students is inextricably linked with the development of critical thinking. Organizing independent work for students involves the partner participation of the teacher in planning the lesson and evaluating the results [2].

The problem in teaching and learning Latin is due to the fact that from the language of science, culture, law and theology, it has turned into a purely professional language of medical workers. This narrowed his opportunities for both development and teaching, and also reduced his interest in learning this wonderful and rich language.

Therefore, the use of innovative teaching methods in practical classes in the subject "Fundamentals of Latin with Medical Terminology" will improve the teaching and perception of it by medical students.

The term "innovation" comes from the Latin "novatio", which means "renewal" (or "change"), and the prefix "in", which is translated from Latin as "in the direction", if we literally translate "Innovatio" - "in the direction of change" " The concept of innovation first appeared in scientific research in the 19th century. Innovation is not any novelty or innovation, but only one that seriously increases the efficiency of the current system [1].

One of the most effective innovative teaching methods is problem-based. This method promotes the maximum development of creative thinking, teaches students to think about the essence of phenomena and look for relationships between them.

Problem-based learning requires students to have certain intellectual abilities, mental efforts, and forces them to struggle with difficulties.

The basis of problem-based learning is a system of ready-made knowledge and skills acquired as a result, both in practical classes in the Latin language and independently. To successfully use problem-based learning, you need to clearly understand the requirements for this teaching method:
- the problem must be clearly and clearly formulated;
- the problem must have a certain complexity;
- the problem should be interesting to students;
- there should be enough educational material to find a solution to the problem [4].

From my own practice I can give an example of such training.

For example, students are offered a task on the topic: "Recipe" with pre-made mistakes. The task is to find and correct errors, analyze the answers.

The use of information and communication technologies is another important area of innovative learning. The implementation of this method can be defined as the technologies used to access, collect, manipulate, present or communicate information. Information and communication technologies (hereinafter referred to as ICT) include both hardware and software.

The main ICT tool for the information environment of any education system is a personal computer and the capabilities of the software installed on it [1].

Currently, there are many opinions about whether or not to use a computer in teaching Latin.

The opinion of some is that a computer can replace a teacher, others believe that a computer is not capable of presenting material, as the teacher does it. My opinion is that the computer serves only as a teaching aid. We should not forget that the computer has many advantages: it combines video-audio information, text information, and the computer also provides enormous opportunities for testing the level of proficiency in the Latin language or topic with the participation of a teacher, which will reduce the time for checking the results.

A variety of tests are possible: wildcard, sample, template.

In practical classes I use the following forms of test tasks:

- using multiple choice (with single or several options for correct answers);
- with passes (with various possibilities for providing support to the user);
- linguistic games (crosswords).

For example, the electronic version of the test gives students the opportunity to move objects within a document, placing them in the right places, delete them, group them in accordance with the task, insert what is necessary, etc.

As an example, we can give variants of tasks on the topic: "Noun 2 declension":

1. 1. Add endings:

1. belladonna extract

extract… Belladonn…

1. motherwort tincture

tinctur… Leonur…

1. castor oil

ole… Ricin…

2. rhubarb syrup

sirup… Rhe…

3. senna leaf

foli… Senn…

4. celandine grass

herb… Chelidon…

2. Indicate the missing parts of words:

Take: Candles with belladonna extract 0.015 №6

Let it be issued.

Let it be indicated.

Recipe: Suppositori… cum extract…

    Belladonn… 0,015 №6

    D…tur. Sign…tur.

3. Add missing letters:

1. John's wort   H…pericum
2. wheat starch   Am…lum Tr…t…ci
3. sunflower   Hel…anthus
4. eucalyptus   Eucal…ptus
5. yarrow   M…llefolium

4. Please indicate the match; name the dictionary form:

             Plant names:

1. Chamomilla   a) horsetail
2. Crataegus   b) John's wort
3. Hypericum   c) hawthorn
4. Millefolium   d) chamomile
5. Taraxacum   e) dandelion
                   f) yarrow

Another ICT method that is used in practical lessons in the Latin language is presentations. In my Latin practical classes, I use presentations that make it easy to use different types of language and speech exercises.

Thus, the introduction of ICT into the system of teaching the Latin language has significantly diversified the process of perception and processing of information, followed by its analysis and sorting.

Another innovative method that I use is the cooperative learning method (team and group work). Group work of students stimulates close communication between students, which leads to the formation of social behavior skills and the assimilation of collaborative work technologies. A distinctive feature of a teacher who uses this method is that he talks little, but listens and observes a lot. The introduction of this method of teaching "in collaboration" into the educational process is important for both the teacher and the student. It is important for a teacher to discover the hidden talents and abilities of his students. Everyone is given one task, and the role of each is specified. Each student is responsible not only for the result of his own work, but also for the result of the entire group, so weak students try to find out from strong students what they do not understand, and strong students strive for weak ones to understand the task. And the whole group benefits from this, because through joint efforts knowledge gaps are eliminated [3]. The task should be small in scope, but clearly formulated. Students should be given some time to get comfortable within the group. My task includes monitoring the work of groups and providing advisory assistance if necessary. And also, do not pay attention to the noise that arises during work and resolve emerging conflicts, if necessary. As practice shows, students perceive this method with great interest, and it helps to reveal their creative abilities.

I will give examples. Students are offered the topic: "Proverbs and sayings." Students are united in small groups of three or four people; they are given one task and the role of each is specified.

For example, find proverbs and sayings on a healthy lifestyle. (A healthy body means a healthy mind. Nature makes you healthy, a doctor treats illness. Drinking a lot of wine means you won't live long, and so on).

The roles are distributed as follows:
- Student "A" is looking for information on the topic.
- Student "B" – took over the presentation from the group on this topic.
- Student "C" - selected illustrations and musical accompaniment on the topic.

The result of introducing the collaboration method into the educational process is very interesting and exciting classes that create in students a desire for success and a desire to work in a team.

Thus, having concluded, we can say that innovative technologies help the formation of personal qualities of a medical student, such as communication skills in various social groups and the ability to independently develop one's cultural level [4]. The goal of innovative activity is a qualitative change in the personality of the graduate: excellent professional training, increasing his cultural level, the ability to behave correctly in society, the ability to see the situation, and solve problems independently. But this will become possible only with the masterful use of certain innovative methods by teachers and educators [2].

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