

Features of Teaching Latin Language and Medical Terminology in Medical Universities

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Abstract

The article discusses the features of teaching the Latin language and medical terminology in medical universities. The specifics of teaching Latin in the Uzbek language, the difficulties that arise in the process of teaching it to medical students, and how they are overcome are described.

Keywords: Latin language, medical terminology, aphorisms, medical students, general cultural development.

The module “Latin Language and Medical Terminology” is part of the curriculum for students of medical specialties and is aimed at developing professional competencies in the field of medical terminology. During two semesters in the first year of medical school, future doctors’ study professional vocabulary based on words from Latin and Ancient Greek. The purpose of the classes is to teach students medical terminology and the design of prescription prescriptions in Latin: future specialists must know professional vocabulary, be able to understand terms created on the basis of ancient Greek and Latin morphemes, and be able to read and compose the text of a prescription [2].

Teaching Latin to medical students has its own characteristics. Future doctors note that Latin is necessary in their future professional activities, but not only as the basis of the language of medicine. Students positively note the general humanitarian significance of the Latin language. They say that studying Latin broadens one's horizons; knowledge of words and aphorisms allows one to demonstrate erudition among friends and helps in everyday life.

The Latin language is most directly related to all disciplines studied in medical faculties, especially anatomy, biology, biochemistry, microbiology, pharmacology, and clinical disciplines. Teaching Latin poses certain difficulties, especially for those students for whom it is not their native language. When learning Latin, special attention is paid to memorizing terms. Many words in English that denote terms are of Greek-Latin origin, so mastering them is not difficult for a person who speaks English well. The situation is different for students whose native language is Arabic or Chinese. In these languages, similar words can be completely different. Students have to spend more time memorizing them. The situation is even more tense with foreign students with poor language preparation. It happens that they do not know many English words, and the teacher has to spend more time explaining this or that term. The lexical minimum required for mastering the discipline (in the amount of 900 units) is intended for durable memorization at the level of long-term memory. These are words and term elements selected on the basis of frequency of use, thematic importance and word-formation valency. To facilitate memorization, the teacher can use the method of associative connections, for example, the word *gaster* [stomach] can be remembered using the familiar word gastritis [5].

Learning words is an integral part of Latin lessons. Students keep special notebooks for writing down new words. The maintenance of notebooks is regularly checked. Words are learned in dictionary form, which helps when doing grammar exercises. Unlike Uzbek students, foreign students have difficulty fulfilling the teacher's requirements; sometimes they can afford not to learn the necessary material, forget their notebook or textbook. As a result, the Latin language begins to seem complicated and uninteresting. After conducting a survey among students about the difficulties of learning the Latin language, it was revealed that for many of them the main problems are: a large amount of time spent on cramming and the language barrier due to poor knowledge of the English language.

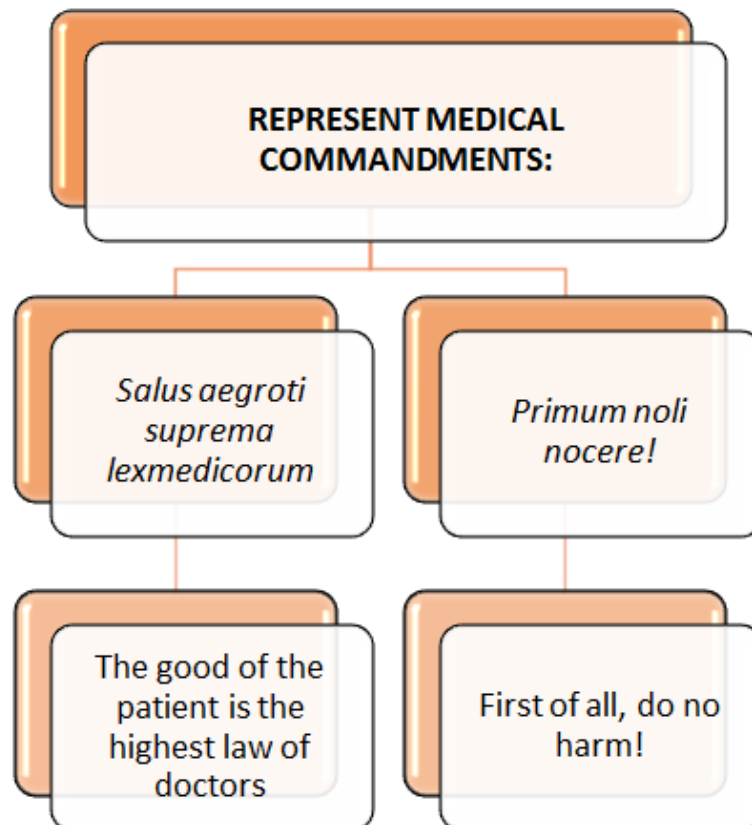
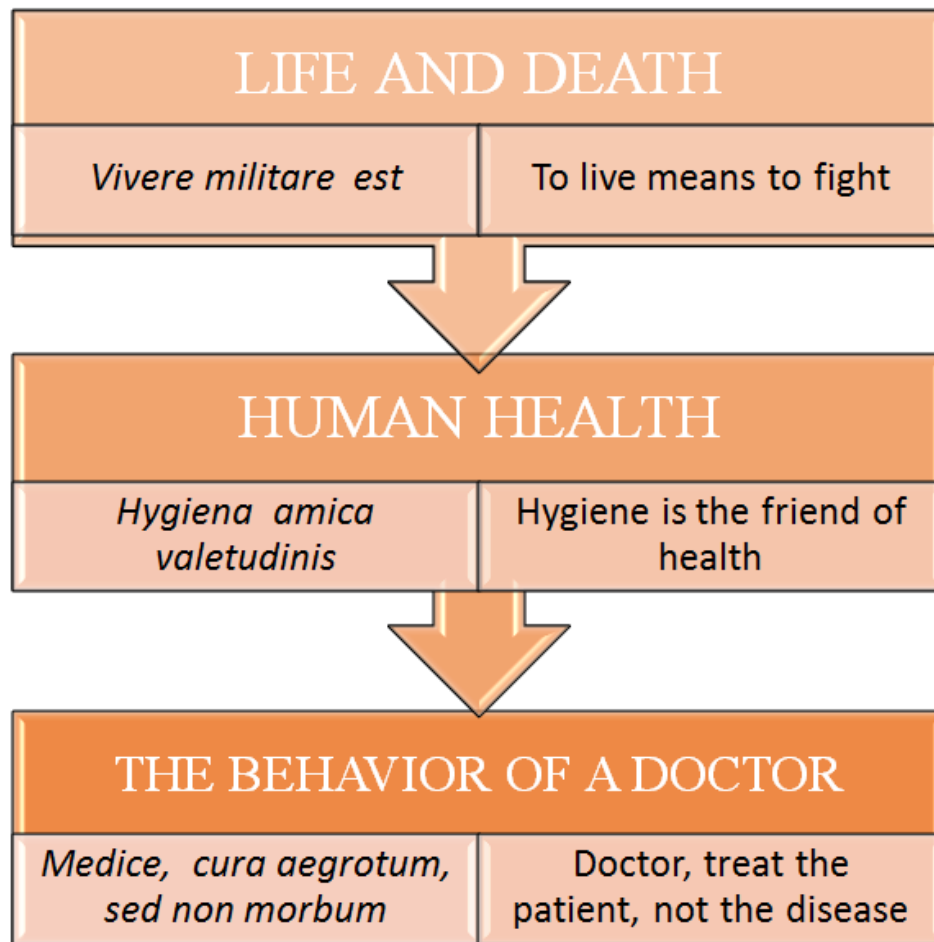
Teaching Latin in medical schools does not require studying a large amount of grammatical material. Here only those aspects are touched upon that are necessary in order to be able to construct and understand terms of an anatomical nature: nominative and genitive singular and plural in the system of Latin declension of nouns and adjectives, as well as to gain skills in writing recipes: necessary verb forms, management of prepositions. However, foreign students with poor language training find it difficult to operate with such grammatical categories as declension, gender and case. Memorizing words in dictionary form helps to talk not only about the lexical content of a word, but also about some of its grammatical parameters. Educational materials require regular grammar exercises that help consolidate the material covered.

Students enjoy individual work using cards and computer testing. Conducting dictations with new words and oral surveys are also forms of ongoing monitoring of material assimilation. The study of clinical terminology, which is part of the course, does not require active use of grammatical material. The student needs to memorize term elements of Greek-Latin origin, which underlie the word formation of terms of medical meaning. Clinical terminology concerns "a variety of subjects, processes, phenomena related to the prevention, diagnosis of diseases, their differentiation, methods of examining and treating patients, etc." [3].

The student must know and understand that mastery of medical terminology and the ability to use it is an integral part of the professional competence of the future doctor. At the same time, the teacher is faced with the task of helping students understand the structure of terms and their components, teaching them how to independently construct and understand their meaning. At each lesson, new elements are introduced that are part of the terms. Numerous training exercises allow you to consolidate their functioning and make it easier to memorize. Students perform tasks to determine the general meaning and to construct clinical terms using term elements.

In this regard, it is very useful to have a glossary at the end of the textbook. Studying pharmaceutical terminology is also important for medical students. It includes a range of drugs used in the pharmaceutical market. Students become familiar with some terms in order to have an idea of how their names are created, and learn to isolate frequency segments within the names of medicines that carry certain typical information about the medicine [4]. Mastering the skills of writing recipes requires knowledge of the structure of the recipe, standard recipe formulations and grammatical forms of the parts of speech used. Memorizing the Latin names of chemical elements and compounds will be useful when studying other special disciplines, such as biochemistry, pharmacology, etc.

Since the number of hours for studying the Latin language is critically small and the introduction of a modular system, students have to study most of the course on their own. In addition to medical terminology, the classes also pay attention to Latin aphorisms and popular expressions, which help not only to recognize centuries-old wisdom, but also to better memorize Latin words [1]. At each lesson, the student is asked to memorize one or two aphorisms, which to a certain extent "revive" the study of a "dead" language. Some aphorisms of the Latin language concern issues of:



When studying the discipline, the task of general cultural development of the student is solved. A special role in studying the Latin language at a medical university is played by increasing the motivation of students' educational and cognitive activities. The teacher has to constantly remind

the student that the knowledge and skills acquired while studying the Latin language will be widely used in subsequent courses, during the study of special disciplines. This is facilitated by the integration between the Latin language course, on the one hand, and medical-theoretical and clinical disciplines, on the other hand. The teacher, when introducing anatomical terms and explaining the rules of grammar used in their construction, can mention their occurrence in an anatomy course. In anatomy atlases, all words have Latin names. The names of the disciplines studied by medical students are also of Greek-Latin origin: *biology* - *the science of life*, *cardiology* - *the science of the heart*, *cytology* - *the science of cells*, etc.

When students in classes in other disciplines begin to easily understand scientific terminology, built on the Latin roots they already know and according to the rules of Latin word formation, they are constantly convinced of the usefulness and necessity of Latin for their own education. Some words heard from doctors now become clear. A medical student is proud to realize that he is mastering the special language of doctors that is inaccessible to people in other specialties. To optimize the teaching of Latin to students in a foreign language, new methods are being actively introduced. Grammatical and lexical material is carefully developed, exercises are used that develop the logic of thinking, awareness and literacy in the use of terms, and free orientation in various subsystems of medical terminology. Analysis of the results of independent and test work allows both the teacher and students to identify difficulties in mastering the material and eliminate them. In addition to written work, an oral survey is regularly conducted to check the mastery of vocabulary, as well as assignments completed at home or in class. The form of final control is a test. Teaching Latin in a foreign language has its own characteristics, related both to overcoming the language barrier for some students and to organizing the learning process and monitoring knowledge. Many students do not make it a point to regularly attend classes and do homework. In this regard, the learning process slows down and not all students develop the necessary knowledge, skills and abilities by the end of the course [2].

Thus, teaching in a foreign language requires more work, patience, attention and energy expenditure on the part of the teacher. He has to pay more attention to issues of discipline and educational conversations. So, learning Latin is an integral part of the training of future doctors. Whether this discipline is taught in Uzbek or in a foreign language, the goal remains the same - to create the basis of a terminological system of the professional language. Of course, the conceptual content of terms can be fully and strictly disclosed only when studying special disciplines in the relevant departments. Successful study of the Latin language will only contribute to their easier assimilation and application. Updating the methods of teaching Latin to medical students should be based on the use of methods of teaching modern languages: the inclusion of training exercises, the development of various forms of independent work, the use of visualization and modern technologies. The motivating factor in the study of Latin by medical students is a professionally oriented orientation and connection with clinical disciplines. One should also take into account the humanitarian and general scientific role of the Latin language discipline, which contributes to the formation of the personal characteristics of the future doctor.

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