



 Research Article

FEATURES OF TEACHING LATIN TO MEDICAL STUDENTS

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ABSTRACT

The expansion of international cooperation in the economic, political, scientific, technical, cultural and educational fields requires a modern graduate of a higher educational institution to have active knowledge of the Latin language, which is reflected in the qualification characteristics of the specialist.

KEYWORDS

Latin language, medical terminology, multilingual groups, anatomical terminology, teaching methods, Latin grammar, teaching at a university.

INTRODUCTION

The Latin language is a completely new discipline for freshmen, a discipline that has not previously been studied, and therefore causes certain difficulties in mastering. At a medical university, the Latin language is taught with the aim of instilling in students the basics of studying and using medical terminology not only at the university, but also in subsequent professional activities, in other words, to prepare a terminologically literate doctor. Being a propaedeutic discipline, 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 in English poses certain challenges, especially for non-native speakers. 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*. Learning words is an integral part of Latin classes. Students get special notebooks to write down new words. Maintaining notebooks is regularly checked. Words are learned in dictionary form, which helps when doing grammar exercises. Unlike Russian 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. Having conducted 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. Learning 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 student needs to memorize thermoelements of Greek-Latin origin, which form the basis for the formation of medical terms. 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." 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 facilitate memorization. Students perform tasks to determine the general meaning and to construct clinical terms based on thermoelements.

In this regard, the presence of a dictionary at the end of the textbook is very useful. 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. 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. Unfortunately, the number of hours for studying Latin is critically small. In this regard, the third part of the course is studied at a fast pace and involves a lot of independent work by students.

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 remember Latin words. 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 life and death (*Vivere militare est.* / To live means to fight), human health (*Hygiēna amica valetudinis.* / Hygiene is the friend of health), the behavior of a doctor (*Medice, cura aegrotum, sed non morbum.* / Doctor, treat the patient, not the disease), represent medical commandments (*Salus aegroti suprema lex medicorum.* / The good of the patient is the highest law of doctors; *Primum noli nocere!* / First of all, do no harm!).

Thus, the task of general cultural development of the student is also 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 must 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.

For example, in order to translate a term into Latin, you need to write down the dictionary form of all the words included in the term, starting with a noun that answers the question “what?” This word is placed first in the term. It is followed by an adjective indicating anatomical reference, and then a definition meaning shape, size and position in space. For example: the upper articular surface – *facies articularis superior*. If one of the definitions is inconsistent, then after the noun in the nominative case a consistent definition is placed, indicating an atomic binding, and after it - an inconsistent definition. For example: the articular process of a vertebra - *processus articularis vertebrae*. If the agreed definition refers to the entire inconsistent phrase, then it is placed after the inconsistent definition. For example: the inner surface of the rib – *facies costae interna*.

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 English, 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 English 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. Teaching in English requires more work, patience, attention and energy on the part of the teacher. He has to pay more attention to issues of discipline and educational conversations.

CONCLUSION

In conclusion, we can say that learning Latin is an integral part of the training of future doctors. 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. The Latin language is designed to expand the linguistic worldview of students, improve their general linguistic culture, through the use of skills in the normative use of Latin-Greek internationalisms, develop logical thinking, thanks to its clear structure of grammar and syntax, and have educational value by introducing students to

the history of the emergence, development, and functioning of Latin language, its significance in the development of European science and culture.

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