

Important Tasks in Teaching Latin in Medical Schools

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Abstract:

This article discusses the use of new pedagogical technologies in the Latin language course program. The existing methods of teaching Latin in medical universities are analyzed. The need to use innovative approaches in teaching, including computer teaching, distance education, extracurricular education through teaching using interactive methods was identified and justified.

Keywords: comparative method, Latin language, thermocouples, vocabulary, interdisciplinary teaching methods, analytical activity.

Introduction. Studying the Latin language has a purely professional purpose - to train a terminologically literate doctor. Vocabulary is one of the most important components of Latin lessons. A Latin dictionary to help you work with medical terminology in the future. In addition to medical terminology, the lessons also focus on Latin aphorisms, the knowledge of which will help students not only to recognize centuries-old wisdom, but also to better remember Latin words. The main point of the theoretical and practical research on the intensification of teaching foreign languages, and especially Latin, called the method of conscious comparison. The essence of this method is that at certain stages of the development of students' stylistic and linguistic thoughts, the comparison of native and foreign languages from a stylistic and linguistic point of view is not only effectively connected, but also stimulates each other. At the same time, the mother tongue is the basis of the conscious-comparative education method.

The existing methods of teaching Latin in medical universities analyzed. The need to use innovative approaches in teaching, including computer teaching, teaching using interactive methods, distance learning through video conferencing, and extracurricular education identified and justified. The need to revise the current education system in favor of a professionally oriented, socio-cultural

approach emphasized. The urgent task of developing students' linguistic abilities is the development of intensive forms of education.

In the process of teaching Latin, interdisciplinary teaching methods are implemented that improve students' understanding and memorization of medical terms, this holistic method of teaching Latin performs general educational and educational tasks. It is known that the aim is to enrich the vocabulary of the Greek-Latin language, to expand the worldview of medical terminology, to develop logical thinking and, of course, to improve the medical culture of students.

Among all the subjects taught in higher medical schools, Latin is of particular importance. Since Latin is not included in the list of foreign languages in medical universities, it is a separate department of human normal and topographical anatomy, and in this regard, the science of Latin occupies a special place among physiology and anatomical sciences.

The method of teaching Latin is clear and unlike the teaching of the humanities, the teaching of this subject requires a special approach, because no one speaks the language today. First, it is necessary to talk about getting students interested in this subject, discovering new features of this subject day by day, and its importance in their future profession. In this case, the spelling of each part of the person is the first priority. In order to achieve the desired result, a teaching methodology for this subject is necessary. Based on my years of experience in this field, I share simple skills and practices.

One of the urgent tasks of developing students' linguistic abilities is the development of intensive forms of teaching. The main point of theoretical and practical research on the intensification of the teaching of foreign languages and Latin is the method of conscious comparison. The essence of this method is that at certain stages of students' linguistic thinking, the comparison of native and foreign languages in a methodological linguistic plan not only effectively connects, but also stimulates each other. At the same time, the mother tongue is the basis of the conscious-comparative method of teaching.

In the learning process, the task of the teacher is to develop methods to use English as a helper, not as an interfering enemy. Latin teachers of the Higher Medical School have extensive experience in working with foreign students. Learned Latin through Russian as an intermediary. It is quite another to teach Latin to an English-speaking audience without an intermediary language. In English- and Romance-speaking countries, doctors write international terms in Latin, ignoring only the standard Latin grammar. The English language based on the Latin language, so foreign students can easily learn the lexical material. Learning Latin in medical school involves learning vocabulary. Grammar, terminological elements. One of the urgent tasks of developing students' linguistic abilities is the development of intensive forms of teaching. Students be acquainted with the basics of medical terminology in order to continue their studies in the field of medicine. The purpose of the Latin language teaching methodology is to explain to students in an understandable, simple language in an integrated manner with other subjects: for example, Russian, English and French languages taught in medical universities, anatomy, and physiology.

Conclusion. The main goal of the Latin language teaching methodology is to form students' professional competence in medical terminology, to master the basics of the Latin language, which allows them to read, write and translate correctly, as well as explain the meaning of the text. The concept and words of the term, the main functions of the term, and modern approaches to terminology considered. The specific features of the term medical system described the specific features of the technical unit described in the formation of some methods of forming new lexical units.

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