

Actual Tasks in Teaching Latin in a Medical University.

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Abstract: The article deals with the main tasks of teaching Latin in a medical university. The need to revise the existing education system in favor of a professionally oriented, sociocultural approach is emphasized.

Key words: Latin language, method, pedagogical technologies, medicine

The study of the Latin language course pursues a purely professional goal - to prepare a terminologically competent doctor. Learning words is one of the most important components of the Latin language classes. It is Latin vocabulary that will help in further work with medical terminology. In addition to medical terminology, the classes also pay attention to Latin aphorisms, the knowledge of which helps students not only learn centuries-old wisdom, but also better memorize Latin words.

The main point of theoretical and practical research on the intensification of teaching foreign languages and Latin, in particular, is the so-called consciously-comparative method. The essence of this method is that the comparison of the native and foreign languages in the methodological and linguistic terms at certain stages of development of the methodological and linguistic thoughts of students not only effectively correlate, but stimulate each other. At the same time, the native language is the basis of the consciously comparative method of teaching.

The method of teaching Latin is not similar to the method of teaching the exact and humanitarian disciplines; teaching this subject requires a special approach, because no one speaks this language today. First of all, it is necessary to interest students in this discipline, to discover new features of this subject day by day, to tell about the important place it has in their future profession. In this, the spelling of the correct spelling of each part of a person comes first.

The essence of this method lies in the fact that the comparison of native and foreign languages in the methodological linguistic plan at certain stages of students' linguistic thought not only effectively correlates, but stimulates each other. At the same time, the native language is the basis of the consciously comparative method of teaching.

Among all the subjects taught in higher medical schools, Latin is of particular importance. Since in medical universities the Latin language is not listed as a foreign language, but is a separate part of the normal and topographic human anatomy, and in this regard, the discipline of the Latin language occupies a special place among the physiological and anatomical sciences.

To achieve the desired result, a method of teaching this subject is necessary. Based on my many years of experience in this field, I will share simple skills and practice. One of the urgent tasks of developing the linguistic abilities of students is the

development of intensive forms of education. The main point of theoretical and practical research on the intensification of teaching foreign languages and Latin is the so-called conscious-comparative method.

The study of the Latin language in a medical school involves the study of vocabulary, grammar, terminological elements. One of the urgent tasks of developing the linguistic abilities of students is the development of intensive forms of education. Students are introduced to the basics of medical terminology for the successful continuation of their studies in the specialties of medicine. The Latin language teachers at the Higher Medical School have extensive experience in working with foreign students, who studied Latin through Russian as an intermediary. Another thing is to teach Latin without an intermediary language in an English-speaking audience. In countries with English and Romance languages, doctors write Latin international terms, neglecting only the norm of Latin grammar. The English language is rooted in Latin, so foreign students easily learn lexical material. The goal of the Latin language teaching methodology is to explain in an accessible, simple language to students in an integrated method with other subjects: for example, with Russian, English and French, anatomy, physiology, which are taught in medical schools.

The main task of the Latin language teaching methodology is to form students' professional competence in medical terminology, to master the basics of the Latin language, which enables them to read, write and translate correctly, as well as to explain the essence of the text. In the process of teaching Latin, interdisciplinary teaching methods are carried out that improve the perception and memorization of medical terms among students, this integrated method of teaching Latin performs both general educational and educational tasks. As you know, general educational tasks include enriching the vocabulary of Greek-Latin origin, expanding horizons in the field of medical terminology, developing logical thinking, and, of course, improving the medical culture of students. From all of the above, in terms of perception and understanding of the lexical material of the Latin language, students who speak English have practically no problems. When studying clinical terminology, foreign students also do not experience great difficulties. The vocabulary of the English language contains a huge number of borrowings from Latin into Greek.

Greek-Latin terminology is traditionally the "thesaurus" (in the broad sense of the word) of international medical science, i.e. includes all the basic concepts and terms of medicine, without the knowledge of which meaningful assimilation of its constituent special subjects and disciplines is impossible. The experience of teaching Latin in groups of foreign students shows that when studying the lexical composition of anatomical, clinical and pharmaceutical terminology, students do not experience serious difficulties, since English contains a large number of borrowings from Latin.

Medical terms in English often have a common root with Latin terms, they largely coincide in their sound and graphic design. Difficulties in the process of teaching foreign students arise when mastering the word-formation system of the Latin language. Therefore, when studying the word-building elements of the Latin language, one should pay attention to the most regular prefixes and suffixes of Greek-Latin origin. The key indicator in the development of honed skills and abilities in the process of mastering Latin medical terminology is the active use of practical exercises and test tasks.

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