



FEATURES OF TEACHING THE LATIN LANGUAGE AT A MEDICAL UNIVERSITY

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ANNOTATION

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

KEY WORDS: *medical terminology, Latin aphorisms, dictionary form of Latin words.*

ОСОБЕННОСТИ ПРЕПОДАВАНИЯ ЛАТИНСКОГО ЯЗЫКА В МЕДИЦИНСКОМ ВУЗЕ

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Аннотация

Изучение курса латинского языка преследует сугубо профессиональную цель - подготовить терминологически грамотного врача. Заучивание слов - одна из важнейших составных частей



занятий по латинскому языку. Именно латинская лексика поможет в дальнейшем работе с медицинской терминологией. Помимо медицинской терминологии на занятиях также уделяется внимание латинским афоризмам, знание которых помогает студентам не только узнавать многовековую мудрость, но и лучше запоминать латинские слова.

Ключевые слова: медицинская терминология, латинские афоризмы, словарная форма латинских слов.

The Latin language has been and remains one of the most essential disciplines in the training of a physician and pharmacist. The Latin language began to develop from the 6th century BC. It was based on the dialect spoken by the inhabitants of Rome. In those days, the "Eternal City" was the capital of the region called "Latium". It is from the name of this area that the name of the language comes from.[1,140]

As the power of Ancient Rome grew, the Latin language spread more and more. It covered all Roman colonies and possessions. Moreover, their inhabitants spoke Latin not only under duress - the Latin language for them was a conductor of a higher culture. It should be borne in mind that the ancient Greek (and modern Greek) language, together with Latin, belong to the family of Indo-European languages, which also includes Slavic, Baltic, Indian, and Iranian languages. All Indo-European languages have a common origin from one base language. Terminology of Greek-Latin origin is easily assimilated into all these languages, often through intermediary languages, primarily through English. The traditional centuries-old effective use of not only the vocabulary and derivational means of the two classical languages, but also their typical structures, word-formation models is explained, first of all, by the history of the emergence and development of medical practice and medical knowledge in Europe.

It was the Greeks and Romans who created the first works on medicine.

The most famous of the ancient Greek doctors is the famous Hippocrates (460-377 BC). Hippocrates is the author of many works on medicine, these are: "Aphorisms", "Prognosticon" (it presents the general properties of the disease), "Epidemics" (a description of the course of diseases is given), "On human nature" (here the theory of four states (or liquids): "Blood", "phlegm", "yellow bile" and "black bile"), as well as the "Oath" (better known as the "Hippocratic Oath").

The "Hippocrates Collection" includes the works of not only Hippocrates and his students, but also doctors representing other areas of ancient Greek medicine. The history of European medicine and medical terminology actually begins with the "Hippocratic Collection".[2,36]

From the "Hippocratic Collection", often through subsequent romanization, such names as

nephritis, paresis, bronchus, urethra, acromion, carcinoma, polyp, typhus, epidemic and many others came to scientific medicine. Latin and Greek, having laid the foundations of world scientific terminology, still serve as a foundation for the creation of new and new terms.

Learning Latin is hard work and cramming. And from the first lesson, students should be oriented towards serious efforts in comprehending Latin. Studying the Latin language course at a medical university pursues a purely professional goal - to prepare a terminologically competent doctor. However, students have the opportunity to improve their cultural and educational level, broaden their horizons.

It is necessary to familiarize students with the main milestones in the development of the professional language of a doctor, the specificity of terms and terminology, the basics of medical terminology, etc. When students in other subjects begin to easily recognize and understand scientific terminology, built on the already familiar Latin roots and according to the rules of Latin word formation, they are constantly convinced of the usefulness and necessity of Latin for their own education.[3, 78-79]

The main task of training at a medical university is to train qualified medical specialists, which is unthinkable without mastering special terminology. Terminology (from Latin terminus - limit, border and Greek logia-science) are words or phrases denoting certain concepts in the naming system used in a given field of knowledge. A scientific concept is the result of theoretical generalization, its meaning is revealed in the definition (from the Latin definition - definition). "To understand the essence of a scientific concept means to have knowledge about the relationship of a given concept (term) with others, about its place in the system of concepts (terms) of a given science" (MN Chernyavsky).[6,55]

Terminological training of future doctors involves not only an understanding of terminology, but also practical skills in its active use.

When teaching Latin, it is important to never lose sight of the motivation for learning this language, both conscious and subconscious.

First of all, this should be served by the introductory lecture at the beginning of the course. In this lecture, in addition to showing the role of Latin



in the history of world culture, the history of the language itself, the history of its study, etc., the moments that directly interest students, stimulating their desire to learn Latin, should be especially highlighted.[4,80]

These include the beauty of the language itself, expressing deep truths in a short aphoristic form. An important stimulating factor is the growing philological education of students, which allows them to treat differently the study of other languages. Constant work with derivatives in new languages leads to a more meaningful knowledge of the vocabulary of English, French, German and other languages. Previously unknown, confused and incomprehensible words now acquire an etymological "transparency", which allows one to guess or simply understand the meaning of the first encountered word. All this should be constantly noted by the teacher to increase motivation in learning Latin. The grammar of the Latin language is introduced gradually, from simple to complex. The most important elements of Latin grammar - declination of names and conjugation of verbs - are fixed throughout the course, in the form of exercises for declension and guessing or the formation of the desired verb forms. A constant principle of working with Latin grammar should be a comparative analysis of the grammatical categories of Latin with the corresponding phenomena in Russian and other languages. This work, useful in all respects, allows one to consciously, and not only through mechanical memory, master the basics of Latin grammar. In addition, it enriches the understanding of Russian and foreign languages, starting from Latin - the language par excellence.

From the very beginning, one should be taught to use Latin grammatical terminology (participium instead of "participle", infinitivus instead of "indefinite verb", perfectum instead of "past tense, etc."). This must be done, firstly, because of the impossibility of sometimes using Russian equivalents due to their inadequacy to Latin ones; secondly, it is important to master the international linguistic terminology, built entirely in Latin.[5,90]

Memorizing words is one of the most important parts of Latin studies. It is the Latin vocabulary that will help in the future work with medical terminology. From the very beginning, all students should have special notebooks for writing down words. Each page is drawn into three columns, in the first the word itself is written in its dictionary form, in the second - its Russian translation, in the third - derivatives of this word in Russian and well-known foreign languages.

Words must be memorized in their vocabulary form, i.e. nouns - in nominative and genitive with

gender indication; adjectives I-II declensions - in three genders, III declensions - in three or two forms (for adjectives with three and two endings) or in nominative and genitive, if these are adjectives of one ending. A certain automatism of knowledge of grammatical forms, necessary for orientation in anatomical, pharmaceutical, and clinical terminology, requires cramming, which is indispensable here. It takes a lot of time and effort to memorize words, perform exercises. Experience shows that the weakening of the requirements in some part of these classes leads to the accumulation of incompletely learned materials, and this, in turn, to the student's confusion in the face of more and more incomprehensible medical terms. The lexical minimum, presented in the textbook in the amount of about 900 units (words and term elements), is designed for lasting memorization at the level of long-term memory. When selecting it, a number of principles were taken into account, primarily the frequency of use, thematic importance and derivational valence.

Memorization develops memory. The words of a new language must be learned, so as not to look for every word in the dictionary, it is also clear. But is it necessary to learn the numerous Latin aphorisms that we give at the beginning of each lesson? In our opinion, it is necessary. First of all, because Latin is a dead, non-spoken language, and the aphorisms spoken in Latin are almost the only living element of Latin. Remaining in the memory for a long time, they will again and again reproduce in the consciousness of the one who once learned Latin its pronunciation and grammatical norms, live on the lips and in memory.

In addition to the centuries-old wisdom that is captured in these aphorisms, memorizing them is very useful for the current study of Latin. Firstly, many words become learned in this way, and secondly, the grammatical rules on which this aphorism is built are stored in memory. For example, having learned the aphorism "Per aspera ad astra" - "Through hardships to the stars", the student has every chance to remember that in the adjective asper -e- refers to the stem and does not drop out in declension, that "star" in Latin is not astra, - ae f, a astrum, -in, that ad requires the accusative after itself and that the neuter in the second declension in the accusative plural has, according to the neuter rule, the ending - a.[7,32]

And what can we say about the joy of mastering these aphorisms in the language of the original! Their repetition turns into a fun competition every time, who knows them more and more accurately. Certain Latin aphorisms and sayings relate to issues of life and death, human health, doctor's behavior. Some of them are medical



deontological precepts, for example: *Salus aegroti suprema lex medicorum*. - The benefit of the patient is the highest law of doctors; *Primum noli nocere!* - First of all, do not harm! (The first commandment of the doctor). Thus, through the study of the Latin language, the student provides himself with a painless entry into medical terminology, as well as a complete understanding of the meaning of foreign and domestic cultural terminology.

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