



# THEORETICAL APPROACHES OF TEACHING LATIN LANGUAGE AND MEDICAL TERMINOLOGY TO FOREIGN STUDENTS

**Khodjaeva Nilufar Amatdjanovna**  
Teacher of the department "The Languages"  
Urgench branch of Tashkent medical academy,  
Urgench, Uzbekistan,

## ABSTRACT

*This article looks at some aspects of teaching Latin language and medical terminology to the students who come from overseas.*

**KEY WORDS-** *Latin, medical terminology, phonetics, grammar, vocabulary*

## FOREWORD

Historically, for many centuries, Latin language, which absorbed the lexical and derivational wealth of the ancient Greek language, has played an essential role in the professional activities of doctors, pharmacists, biologists. The alphabet, phonetics, morphological, word-building, syntactic and lexical resources of Latin language continue to function actively as a supranational sign system in the languages of different sciences and areas of scientific knowledge. As Latin, expression says "In via est in medicina via sine lingua Latina" which means "Without Latin the way for medicine is impassible".

## THE ACTUALITY OF THE SUBJECT

Teachers of Latin language at the higher medical school have extensive experience working with students who studied Latin through Russian or Uzbek language as an intermediary. However, teaching Latin without an intermediary language in an English-speaking audience is another thing. In countries with English and Roman languages, doctors write terms in Latin language, neglecting only the norm of Latin grammar. Since we know that English is rooted in Latin and that Latin has had a significant influence on English through French, because of the conquest of England in the 11th century by French Normans. Many words have been taken by English language during the Renaissance and directly from Latin, so foreign students easily learn lexical material with virtually no translation and mechanical memorization.

The task of the teacher is to develop such techniques in the learning process so that English language is used as an assistant, and not an interfering enemy. Studying Latin language at a medical university involves the study of phonetics, grammar, vocabulary, and terminology. The main point of theoretical and

practical studies of the intensification of teaching foreign languages in general, and Latin language in particular, is the so-called comparative method (consciously-comparative method), which has become widespread.

The essence of this method is that the comparison of English and Latin in methodological and linguistic terms at certain stages in the development of methodological and linguistic thoughts of students not only effectively correlate, but stimulate each other. [4] It should be emphasized that English language is the basis of comparative method of teaching Latin language. In the teaching Latin language with the help of comparative method, one should pay attention to the following sections:

### 1. Phonetics.

Phonetics in the language system is one of the areas of linguistics, the subject of which is the study of sounds. L. V. Shcherba formulated the concepts of phoneme: "In living speech, there is a significantly greater number of different sounds than we usually think, which in each given language are combined into a relatively small number of sound types able to differentiate words and their forms, that is, serve the purposes of human communication." Undoubtedly, the mastery of Latin language must begin with the study of the phonetic system of this language. The important thing in mastering the sounds of Latin language is the comparison of the sounds of the native and foreign languages, since the content of phonetics training contains sounds that are most difficult to master based on the similarity of sounds with the native one.

For students from India and Pakistan, English is considered as a native language along with Hindi and Urdu, and fluency in English is a factor that must be used to intensify and optimize the educational process, given the fact that in the process of learning Latin



language difficulties inherent in interfering influence of English language.

The main task of the phonetic section is to develop students' reading skills. This problem can be solved in a short period only through massive reading. Therefore, one should go through the entire alphabet of Latin in more detail. In the educational process, where students begin to learn Latin from the beginning, one must first introduce sounds that have no analogues in English language, and learn sounds that have a correspondence in their native or other language passively.

Among the phonetic exercises, one can deserve special attention: exercises for the development of phonemic hearing, exercises in learning the correct way of stress; complex exercises for reading anatomical terms, written exercises in Latin letters. The following exercise system for the development of speech hearing has proven effective:

1. Read aloud.
2. Read the following words, paying particular attention to vowels
3. Read the following words, paying particular attention to the vowels [i], [j]
4. Read the following words, paying particular attention to digraphs and diphthongs
5. Read the following words, with particular attention to consonants [s], [ʃ], [l], [x], [z]
6. Read the following words, paying particular attention to the letter combination [ch], [ph], [qu], [rh], [th], [ngu], [ti]:
7. Read the following words, paying particular attention to the consonants [qu] and [ngu]

After phonemic hearing training, exercises are used to develop the ability to correctly pronounce Latin sounds.

1. Exercises for the correct reading of specialist terms.
2. The repetition of anatomical terms in front of teacher.
3. Demonstration of cards with sounds and the correct logical stress. [2, p.14]

The proposed exercises or their elements for the development of phonetic skills can be used both in comprehensive pronunciation training, and to maintain the pronunciation skills of students in Latin language.

## 2. Grammar of Latin language

Difficulties may arise when studying the grammar of Latin language. Latin, like Russian, is

predominantly synthetic. This means that grammatical categories are expressed by inflection (declension, conjugation), and not functional words. In Latin, there are six cases:

- Nominative (nominatives);
- Genitive ( genitivus);
- Dative ( dativus);
- Accusative (accusativus);
- Ablative( ablativus);
- Vocative ( vocativus).

There are three genders in Latin language, like in Russian:

- Masculine (genus masculinum),
- Feminine (genus femininum),
- Neuter (genus neutrum). [2, p.28]

When teaching Latin, unlike English, it is important to know the vocabulary forms of nouns and adjectives, since translation from English into Latin depends on knowledge of the vocabulary form and non-matching of two nouns or matching of adjectives and nouns. Anatomical terms can consist of one, two, three, four or more words. For example:

- costa (rib), costae (ribs)
- corpus vertebrae (body of vertebra)- two nouns, singular
- corpōra vertebrarū (bodies of vertebrae)- two nouns, plural
- vertebrathoracica (thoracic vertebra)- nouns and adjectives
- ligamentum tuberculi costae (ligament of tubercle of rib) – three nouns, singular. [2, p.27]

Students may have difficulty translating verbose anatomical terms. In this case, one should pay attention to learning the word order, gender, declensions and cases. Also, unlike Latin language (except III declension), the gender of English nouns cannot be determined by the end of the word. In English, only lexical meaning or context can often identify it. This means that for a foreign student, the task is to correctly identify nouns by gender for proper coordination with adjectives in the future.

## 3. Vocabulary of Latin language.

When studying vocabulary in anatomical terminology, students see how much Latin has firmly entered English language. So already at the first obligatory lexical minimum, foreign students do not experience difficulty with following words:

Table 1.

Latin:	English:	Latin:	English:
patella, ae f	patella	vertebra, ae f	vertebra
sutura, ae f	suture	arteria, ae f	artery
tuba, ae f	tube	crus, cruris n	crus
angulus, i m	angle	cavum, i n	cavity
aorta, ae f	aorta	concha, ae f	concha
vena, ae f	vein	cornu, us n	corn
arcus, us m	arch	crista, ae f	crest



However, recognition of common root words during listening is not as simple as when reading due to differences in pronunciation in English and Latin. Therefore, in the formation of a mechanism for recognizing common root words in speech, special exercises are necessary, first with visual support, then

without it. The names of adjectives in languages also appeared because of the subjective perception of the world by native speakers. This is especially true for adjectives. In addition, there are adjectives, the meaning of which is clear to students who speak English:

Latin:	English:
pterygoideus, a, um	pterygoid
cervicalis, e	cervical
frontalis, e	frontal

From all of the above it follows that in terms of perception and understanding of the lexical material of Latin language, students who speak English at the level of their native language have practically no problems.

When studying medical terminology, foreign students also do not experience great difficulties. The vocabulary of English contains a huge amount of borrowings from Latin and Greek languages. English medical terms are identical in sound and almost coincide graphically:

Latin:	English:
hypertonia	hypertonia
oliguria	oliguria
heimatoma	hematoma
microsplenia	microsplenia

Latin:	English:
Extractum, i n	an extract
aerosolum, i, n	an aerosol
granulum, i, n	a granule
Adrenalinum, i, n	adrenaline
Amidopyrinum, i, n	amidopyrine
Dibazolium, i, n	dibazol

Particular attention should be paid to the pronunciation of the -um ending, which is very common in pharmaceutical terminology: foreign students often ignore it when pronouncing medicinal plants, dosage forms, drugs, medicines:

## CONCLUSION

From the above-mentioned, we can conclude that with a comparative method in the process of studying Latin language based on English as a native, mechanics with a high level of students' analytical activity and ease of transfer of mastered analytical operations to new language material occurs. Such a method in mastering Latin language fully complies with the requirements of modern linguistics, namely, the transition from language learning as a set of forms and means to an integral, conscious, logically justified learning of a new language.

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