

FEATURES AND PRINCIPLES OF TEACHING LATIN IN THE MEDICAL EDUCATION SYSTEM.

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Annotation: Latin occupies a special place in medical education, as it serves as the foundation for developing the professional terminological competence of future physicians. The effectiveness of its teaching is largely determined by the appropriate selection of didactic principles, methods, and teaching formats. This article examines the fundamental principles of teaching Latin at medical universities, their importance for the professional training of medical students, and modern approaches to teaching medical Latin. Particular attention is paid to a communicative and professional focus, integration with clinical disciplines, and the use of innovative educational technologies.

Key words: Latin language, medical education, medical terminology, didactic principles, professional competence.

Introduction

Latin has remained an integral part of medical education for centuries. It is a universal means of international professional communication and the foundation of anatomical, clinical, and pharmacological terminology. As higher medical education modernizes, there is a growing need to reconsider traditional approaches to teaching Latin and implement principles focused on the practical needs of future physicians.

The purpose of this article is to analyze the basic principles of teaching Latin at a medical university and determine their role in developing students' professional competence.

The Role of Latin in Medical Training

Learning Latin helps to:

- mastery of medical terminology;
- development of professional thinking;
- understanding the etymology of medical terms;
- facilitating the acquisition of clinical disciplines;
- formation of a culture of professional speech.

Thus, the Latin language performs not only an educational but also an integrative function in the system of medical sciences.

Basic principles of teaching Latin**1. The principle of professional orientation**

The teaching of Latin at medical schools should be focused on the physician's future professional activities. Lexical and grammatical material is selected based on its practical relevance for the study of anatomy, pharmacology, and clinical disciplines. Particular attention is paid to anatomical nomenclature, clinical terms, and prescriptions.

2. The principle of systematicity and consistency

The study of Latin is carried out in stages, from basic phonetic and grammatical elements to more complex terminological structures. The systematic presentation of the material ensures a solid understanding of knowledge and the development of sustainable skills in working with medical terminology.

3. The principle of conscious and active learning

Effective acquisition of Latin is impossible without students' active participation in the learning process. A conscious understanding of grammatical forms, term structure, and meaning increases motivation for learning and promotes the development of analytical thinking.

4. The principle of clarity

Using tables, diagrams, anatomical atlases, multimedia presentations, and electronic resources significantly facilitates the understanding and memorization of Latin terms. Visual aids are especially important when learning anatomical terminology.

5. The principle of interdisciplinary integration

The teaching of Latin should be closely linked to specialized medical disciplines. Coordinating terminology with courses in anatomy, histology, pharmacology, and clinical subjects contributes to the development of a holistic professional picture.

6. The principle of accessibility and adaptation

The content and teaching methods must be appropriate to the level of first-year students. Adapting the material reduces cognitive load and creates favorable conditions for successful mastery of the course.

Modern teaching methods and technologies

In recent years, the following have been actively used in teaching Latin:

- problem-based learning;
- case method;
- electronic educational platforms;
- interactive tests and simulators;
- distance and blended forms of learning.

The use of digital technologies increases students' interest in the subject and promotes individualized learning.

Conclusion. Teaching Latin at a medical university should be based on a combination of didactic and professionally oriented principles. Their implementation ensures that students develop a solid terminological foundation necessary for successful mastery of clinical disciplines and future medical practice. Modern educational technologies and an interdisciplinary approach significantly enhance the effectiveness of teaching medical Latin.

Thus, the study of Latin is an integral part of the training of future doctors. Whether this subject is taught in Russian or English, the goal remains the same: to establish the foundation of a terminological system for professional language. Of course, the conceptual content of these terms can only be fully and rigorously developed through the study of specialized courses in the relevant departments. Successful study of Latin will only facilitate their easier assimilation and application.

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