

THE HISTORY OF THE LATIN LANGUAGE AND ITS IMPACT ON MODERN LANGUAGES

Tuychieva Odina Sobirovna

Fergana Medical Institute of Public Health

Annotation: *This article is written about the history of the emergence of the Latin language and the stages of its creation. The article also provides information about the importance of Latin in the creation of today's modern languages.*

Keywords: *Indo-European languages, Archaic Latin, Classical Latin, Vulgar Latin, New Latin, Catholic Church, Latin legacy.*

The Latin language has a rich and fascinating history. It has played a significant role in shaping Western culture, and it continues to be a crucial language for a variety of academic and cultural pursuits. It is the root language for many modern European languages, including English, Spanish, French, and Italian. Different fields of study (including medicine, philosophy, theology, history, and literature) have developed under the direct influence of the Latin language.

Latin is considered to be one of the oldest Indo-European languages. The Indo-European language family includes Greek, Sanskrit, and Germanic languages. Latin's oldest version is known as "Archaic Latin". It was spoken around the lower parts of the Tiber River, including where modern Rome lies. As the city of Rome developed and eventually gained power, other languages of the Italian peninsula impacted Latin. One such example is Etruscan. This language is a mystery in itself as it does not seem to be related to other known languages beyond its influences on Latin. Due to the geographic proximity, Etruscan had a very large influence on the development of Archaic Latin, both spoken and written, around the 7th century BCE. As Rome continued to develop, by the late 6th century BCE when Rome had become a republic after overthrowing its kings, Latin had been developing as well.

Classical Latin. By the time of the later 2nd century and early 1st century BCE, Latin had developed into what is known as "Classical Latin". Typically, this form of Latin is the Latin associated with the golden age of Latin literature from Roman poets, philosophers, and orators, such as Ovid, Virgil, and Cicero. Thus, this is the form of Latin schools most often teach. That means the Latin people have in mind when thinking of Ancient Rome are thinking of a language that is already at least 600 years old.

Vulgar Latin. Latin was spoken in all parts of Europe, the Mediterranean, and the Near East due to military expansion. In the 2nd century, Latin started changing and developing into what is known as "Vulgar Latin". This is a form of Latin infused with aspects of other European languages, such as Celtic, Gaelic, Germanic, and other local languages. This is the form of the language that will eventually evolve into Medieval

Latin. In the Medieval and Renaissance era, more educated classes and the church continued to use Latin. It remained the language of education as Latin and Greek were the languages of the Classical world. Thus Latin became lost to the common folk, leading to the development of local Romance languages. And Latin became the language of Christian texts, international relations, and for classical European education. Since fewer people were actually speaking in Latin, the language changed and often became altered to match the grammar and syntax of other European languages.

New Latin. Evolving from Renaissance Latin, “New Latin” was developed in the 17th century CE and used specifically for intellectual works. This is part of the reason why the taxonomy of species and medical terms still uses Latin today. Much of scientific terminology today still use the New Latin roots. Eventually, Latin lost its role in science and education but still remained within the realm of Christianity, particularly Catholicism. Even today, Ecclesiastical Latin has continued to remain the language of the Catholic Church. Due to the seat of the Catholic Church being located in Rome, Italy, Italian has had a great deal of influence on the pronunciation of Ecclesiastical Latin.

Ecclesiastical Latin actually has a unique role in history. While even today Latin is the language of the Catholic Church, in the past Latin language knowledge was often a way to control the knowledge of religion within Europe. Many people in Medieval and Renaissance Europe were illiterate. And likely had no knowledge of Latin due to a lack of comprehensive public education. Thus, followers of Christianity were unable to read the words of the Bible and other religious texts that were in Latin. This gave significant power to the churches and people who could read Latin, namely elites and ruling classes. With the reformation and emergence of new branches of Christianity in Europe, Latin was no longer the language of the Church. Many new branches allowed the Bible to be printed and mass to be held in local languages. As a result, more people were able to make their own interpretations of religious texts. And have greater knowledge of their religion. It was not until the mid-20th century that the Catholic Church allowed for mass in languages other than Latin.

Latin is a fascinating language that has had a prominent influence on many of the languages we speak today. It has played a significant role in Italian, Spanish, Portuguese, French, Romanian and Catalan development. Latin is still used in the Catholic Church and is considered a vital part of the religious heritage of Western Christianity.

As we mentioned above, its origins and the road the Latin made from being used by small groups of people in the Mediterranean region around 3,000 years ago to spreading all over the region and adopting quite a few dialects and regional variants, made its evolution extraordinary, transforming it in a very distinct language with unique characteristics and vocabulary. Let us look at some examples.

For instance, Vulgar Latin (a version of Latin used during the Middle Ages) is considered to stay at the origins of Romance languages. Words from Vulgar Latin were afterwards borrowed by other languages such as English, German and Dutch which explains why there are so many similarities between them.

Another example would be Spanish and French. Spanish has kept most of its words from Vulgar Latin, while in French, more than half of words originate from this period in history. The influence of Latin can also be noticed in areas like grammar, where many European languages use concepts like gender for nouns or conjugation for verbs that come directly from Latin.

English also has been influenced by Latin. A large number of English words have their roots in either classical or medieval Latin language, including words like “animal”, “decide”, and “individual”.

In addition to its influence on modern-day language, Latin continues to be widely used by academics, scientists and scholars who often use it as a tool for precision when discussing complex topics or ideas. For example, scientific terminology is often used in Latin because it provides greater clarity in describing specific concepts or phenomena. It means that anyone with knowledge of the language can understand these terms no matter what country they're from or what native language they speak – making communication easier for everyone involved in these conversations.

The powerful effect Latin has had on modern-day language and culture worldwide is evident and continues to influence the way we think, communicate, and understand the world around us. Its impact can be seen in many aspects of our lives, from language and education to science and religion. While some may view learning Latin as an outdated practice – its importance in understanding how modern languages evolved cannot be denied making it an essential part of any linguist's education.

Latin legacy is still alive today through modern European languages such as Spanish, Italian, Portuguese, French, and Romanian.

REFERENCES:

1. Alexander, H. B. “Why Latin.” *The Classical Weekly*. 15, no. 16 (February 1922): 122-124.
2. Ellis, R., S. Loewen, and R. Erlam. “Implicit and Explicit Corrective Feedback and the Acquisition of L2 Grammar.” *Studies in Second Language Acquisition* 28, no. 2 (2006): 339-68.
3. Sobirovna, T. O. (2022). LOTIN TILI TARIXI VA UNING BUGUNGI KUNDAGI AHAMIYATI. INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. *SCIENTIFIC-METHODICAL JOURNAL*, 3(9), 95-98.
4. Rasulovna, K., Erkinovna, A. U., Sobirovna, T. O., Xusenovna, I. I., & Tulkinovna, I. S. (2020). Teaching foreign vocabulary of the medical field to students of medical

higher educational institutions. *International Journal of Psychosocial Rehabilitation*, 24(6), 527-535.

5. Tuychieva, O. (2019). Questions of increasing economic efficiency of production. *Scientific Bulletin of Namangan State University*, 1(8), 105-108.

6. Туйчиева, О.С., & Шеркулов, З. (2023). ТИББИЁТ ОЛИЙГОХЛАРИДА ЛОТИН ТИЛИНИНГ ДОЛЗАРБЛИГИ. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 18(3), 21-23.

7. Sobirovna, T. O. (2022). OLIY TA'LIMDA CHET TILI O'QITISH METODIKASI. CHET TIL O'QITISH METODIKASINING UMUMDIDAKTIK PRINSIPLARI. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 186-188.

8. ТУЙЧИЕВА, О. С. ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ИНТЕЛЛЕКТУАЛЬНОГО И КУЛЬТУРНОГО РАЗВИТИЯ СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ ЛАТИНСКОМУ ЯЗЫКУ. МОЛОДОЙ УЧЕНЫЙ Учредители: ООО" Издательство Молодой ученый", (2), 226-228.

9. Tuychieva, O., & Sh, E. (2016). Organizational activity as a function of management of the learning process. *Актуальные проблемы гуманитарных и естественных наук*, (3-5), 67-69.

10. Sadikovna, S. N. (2023). TA'LIM JARAYONIDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH SAMARADORLIGI. INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. *SCIENTIFIC-METHODICAL JOURNAL*, 4(1), 27-31.

11. Sadikovna, S. N. (2022). OLIY TA'LIMDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARIDAN FOYDALANISH MUAMMOSINI O'RGANISHNING ILMIY-METODIK ASOSLARI. INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. *SCIENTIFIC-METHODICAL JOURNAL*, 3(4), 167-169.

12. Sadikovna, S.N. (2022). TIBBIYOTDA KOMMUNIKATIV MULOQOTNING ANAMIYATI VA SAMARADORLIGI. INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. *SCIENTIFIC-METHODICAL JOURNAL*, 3(9), 92-94.

13. Saliyeva, N. S. (2022). DEONTOLOGIYA HAMDA KOMPETENTNING ROLI VA ANAMIYATI.

14. Салиева, Н. С. (2021). Педагогическая деятельность и педагогическое мастерство руководителя группы. *Молодой ученый*, (17), 292-294.

15. Ахмедова, У., & Суяркулова, З. (2023). ИНТЕРАКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ В МЕДИЦИНЕ. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 18(3), 17-20.

16. Ахмедова, У. Э. (2022). ИСПОЛЬЗОВАНИЕ ПЕРЕВОДА НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА В ЦЕЛЯХ СОВЕРШЕНСТВОВАНИЯ РУССКОЙ РЕЧИ СТУДЕНЧЕСКОЙ МОЛОДЁЖИ. INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. *SCIENTIFIC-METHODICAL JOURNAL*, 3(9), 78-82.

17. Ахмедова, У. Э. (2020). ЭФФЕКТИВНОСТЬ ТЕХНОЛОГИИ НАКОПЛЕНИЯ И СИСТЕМАТИЗАЦИИ ИНФОРМАЦИИ НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА В МЕДИЦИНСКОМ ВУЗЕ. In *Университетская наука: взгляд в будущее* (pp. 708-710).

18. Ахмедова, У. Э. (2018). ТЕРМИНОЛОГИЯ И ЕЁ ИСПОЛЬЗОВАНИЕ В УЧЕБНОМ ПРОЦЕССЕ ПО РУССКОМУ ЯЗЫКУ В МЕДИЦИНСКОМ ВУЗЕ. Актуальные проблемы гуманитарных и естественных наук, (8), 84-86.

19. Ахмедова, У. Э. (2018). ЗНАКОМСТВО С ЛЕКСИЧЕСКОЙ СИНОНИМИЕЙ НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА. 10.00. 00-ФИЛОЛОГИЯ ФАНЛАРИ, 13.

20. Ахмедова У.Э. (2023). ПОВЫШЕНИЕ ИНТЕЛЛЕКТУАЛЬНОГО И ДУХОВНО – НРАВСТВЕННОГО РАЗВИТИЯ СТУДЕНТОВ- МЕДИКОВ НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА. Scientific Impulse, 1(10), 642-646.

21. Alpomish, T. (2023). ANATOMİK TERMINOLOGIYA HAQIDA UMUMIY TUSHUNCHALAR ZAMONAVIY XALQARO ANATOMİK TERMINOLOGIYA VO'YICHA MA'LUMOTLAR. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 18(3), 13-16.

22. Астонова, Г. Р. (2019). Жураева Мастура Тожихаким кизи. Kizi, M. T. (2020). Applying the social forms of education in teaching foreign languages. Вопросы науки и образования, (41 (125)), 56-60.

23. Жураева, М. Т. К., & Астонова, Г. Р. (2019). Использование социальных форм для повышения эффективности занятий (в нефилологическом направлении). Вестник науки и образования, (20-3 (74)), 20-22.

24. Genjebayevna, A.P. (2022). THE ROLE OF INTERACTIVE METHODS IN TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATION INSTITUTIONS. Web of Scientist: International Scientific Research Journal, 3(11), 41-45.

25. Астонова, Г.Р., & Жураева, М.Т. К. (2019). Развитие письменной компетенции студентов на уроках немецкого языка. Проблемы современной науки и образования, (12-1 (145)), 99-101.

26. Akramovna, F. N. (2022). METHODS OF TEACHING ENGLISH IN HIGHER EDUCATION IN UZBEKISTAN. INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL, 3(4), 248-251.

27. Yigitaliyeva, N. (2023). PEDIATRIYADA SIMULYATSIYADAN FOYDALANISH AFZALLIKLARI. Talqin va tadqiqotlar, 1(8).

28. Пакирдинова, Ш., & Йигиталиева, Н. (2023). МОТИВАЦИЯ СЛУШАНИЯ, ИНТЕРЕС И ЛИНГВИСТИЧЕСКАЯ УВЕРЕННОСТЬ В СЕБЕ ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА. Involta Scientific Journal, 2(1), 7-12.

29. Ганиев Маруфжон Мухаммаджонович //РУССКИЙ ЯЗЫК – ЯЗЫК МЕЖНАЦИОНАЛЬНОГО ОБЩЕНИЯ// FAN, TA'LIM VA AMALIYOT INTEGRATSIYASI. Jild: 03 | Nashr: 09 | Nov 2022. 103-106 betlar.

30. Ганиев Маруфжон Мухаммаджонович. //НЕКОТОРЫЕ ТРУДНОСТИ У УЗБЕКСКИХ СТУДЕНТОВ ПРИ ИСПОЛЬЗОВАНИИ ГЛАГОЛОВ ДВИЖЕНИЯ В РУССКОМ ЯЗЫКЕ// ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. № 18.Часть-2. 2023. 184-187 стр.

31. Ганиев, М. 2022. //Особенности глаголов современного русского литературного языка// Общество и инновации. Том 3, № 2/S (апр. 2022), 294–299 стр.
32. Ганиев Маруфжон Мухаммаджонович, Косимжонова Фарангиз //ПРОБЛЕМЫ УПОТРЕБЛЕНИЯ ГЛАГОЛОВ ДВИЖЕНИЯ РУССКОГО ЯЗЫКА СТУДЕНТАМИ НЕФИЛОЛОГИЧЕСКИХ ВУЗАХ// Yosh olimlar, doktorantlar va tadqiqotchilarning onlayn ilmiy forumi. TA`LIM SIFATINI OSHIRISHDA ZAMONAVIY TECHNOLOGIYALAR O`RNI VA ANAMIYATI. 216-217 betlar.
33. Ганиев Маруфжон Мухаммаджонович. (2023). ТРУДНОСТИ И ДОСТИЖЕНИЯ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В АУДИТОРИЯХ С ИНОСТРАННЫМИ СТУДЕНТАМИ. Scientific Impulse, 1(10), 647-651.
34. Исаева Зера Таировна //СОВРЕМЕННЫЕ ТЕХНОЛОГИИ ПРИ ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ// EURASIAN JOURNAL OF ACADEMIC RESEARCH Innovative Academy Research Support Center. Volume 3 Issue 5, Part 2 May 2023. 151-154 pages.
35. Зера Таировна Исаева //АНТРОПОЦЕНТРИЗМ - НОВАЯ НАУЧНАЯ ПАРАДИГМА В «АКТИВНОЙ ЛЕКСИКОЛОГИИ»// GOLDEN BRAIN Multidisciplinary Scientific Journal. VOLUME 1 | ISSUE 9| APRIL, 2023. 156-162 pages.
36. Исаева Зера Таировна //ИДЕНТИФИКАЦИЯ ПАРАДИГМАТИКИ И СИНТАГМАТИКИ В КОРПУСНО-ОРИЕНТИРОВАННОЙ ЛИНГВИСТИКЕ// Finland International Scientific Journal of Education, Social Science & Humanities. Volume-11| Issue-4| 2023. 259-264 pages.
37. Исаева Зера Таировна. (2023). СИНТАГМАТИКА И ПАРАДИГМАТИКА КАК ТИПЫ ОТНОШЕНИЙ И СВЯЗИ ЯЗЫКОВЫХ ЕДИНИЦ В СОВРЕМЕННОЙ ЛИНГВИСТИКЕ. Новости образования: исследование в XXI веке, 1(9), 99-103
38. Исаева Зера Таировна //ВАЖНОСТЬ ИССЛЕДОВАНИЯ ЛЕКСИКОЛОГИИ КАК РАЗДЕЛА ЯЗЫКОЗНАНИЯ// O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI. 12-SON. 20.05.2023. 916-919 betlar.
39. Исаева, З. (2023). СОВРЕМЕННЫЕ ТЕХНОЛОГИИ ПРИ ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ. Евразийский журнал академических исследований, 3(5 Part 2), 151-154
40. ВЕЧ ОЛЕСЯ ЯРОСЛАВНА, ИСАЕВА ЗЕРА ТАЛГАТОВНА // К ВОПРОСУ ПЕРЕХОДА ОТ ВНУТРИСИСТЕМНОГО АНАЛИЗА ЯЗЫКА К ЕГО ИЗУЧЕНИЮ В КОММУНИКАТИВНОМ ПРОЦЕССЕ// АКТУАЛЬНЫЕ НАУЧНЫЕ ИССЛЕДОВАНИЯ В СОВРЕМЕННОМ МИРЕ. 4-2 (24). 2017. 41-44.