THE ROLE OF ENGLISH AND LATIN IN THE STUDY OF MEDICAL AND PHARMACEUTICAL TERMS

Samadov B.Sh
Dexkanov S.S
Nurullayev M.N
Olimova N.I
Narzulaeva U.R
Asia International University

INTRODUCTION

Following the global educational trends, and the requirement to study English in medical universities, many leading educational institutions in our country are also moving to create English-speaking directions and groups that are taught by teachers in English to students of the domestic group and national ones.

Latin is a completely new discipline for first-year students, which has not been studied before, therefore causing certain difficulties in assimilation. At a medical university, Latin is taught in order to instill in students the basics of studying and using medical terminology not only at the university, but also in subsequent professional activities, in other words, to prepare a terminologically competent doctor [1]. Being a propaedeutic discipline, Latin is most directly connected with all disciplines studied at medical faculties, especially with anatomy, biology, biochemistry, microbiology, pharmacology, clinical disciplines [2].

The study of clinical terminology, which is part of the course, does not require the active use of grammatical material. The student needs to memorize the term elements of Greek-Latin origin, which are the basis of the word formation of terms of medical significance. Clinical terminology concerns "a variety of subjects, processes, phenomena related to the prevention, diagnosis of diseases, their differentiation, methods of examination and treatment of patients, etc." [3]. The student should know and understand that the possession of medical terminology and the ability to use it is an integral part of the professional competence of the future doctor. At the same time, the teacher has a task to help students understand the structure of terms and their components, teach them to build and understand their meaning independently. At each lesson, new elements are introduced that are part of the terms. Numerous training exercises allow you to consolidate their functioning and facilitate memorization. Students perform tasks to determine the general meaning and to construct clinical terms by term elements. In this regard, it is very useful to have a dictionary at the end of the textbook. The study of pharmaceutical terminology is also important for medical students. It includes the nomenclature of medicines used in the pharmaceutical market. Students get acquainted with some terms in order to have an idea how their names are created, learn to isolate frequency segments in the names of

medicines that carry certain typical information about the drug. Mastering the skills of writing recipes involves knowledge of the recipe structure, standard recipe formulations and grammatical forms of the parts of speech used. Memorizing the Latin names of chemical elements and compounds will be useful when studying other special disciplines, such as biochemistry, pharmacology, etc. [3].

Memorizing words is an integral part of Latin language classes. Students have special notebooks for writing down new words. The maintenance of notebooks is regularly checked. Words are memorized in dictionary form, which helps when performing grammatical exercises. Unlike Russian students, foreign students hardly fulfill the requirements of the teacher, sometimes they can afford not to learn the necessary material, forget a notebook, a textbook. As a result, the Latin language begins to seem complicated and uninteresting. After conducting a survey among students about the difficulties of learning Latin, it was revealed that for many of them the main problems are: a large amount of time spent on cramming, and the language barrier due to poor knowledge of English [1].

Teaching Latin in medical universities does not require studying a large amount of grammatical material. Only those aspects that are necessary in order to be able to construct and understand anatomical terms (nominative and genitive singular and plural in the system of Latin declensions of nouns and adjectives) are touched upon here, as well as to gain skills in writing recipes (necessary verb forms, preposition management). Nevertheless, it is difficult for foreign students with poor language training to operate with such grammatical categories as declension, gender and case. Memorizing words in dictionary form helps to talk not only about the lexical content of a word, but also about some of its grammatical parameters. Educational materials involve regular performance of grammatical exercises that contribute to the consolidation of the material covered. Students like individual work on cards, computer testing. Dictation with new words and oral surveys are also forms of ongoing control of the assimilation of the material [1].

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The study of pharmaceutical terminology is also important for medical students. It includes the nomenclature of medicines used in the pharmaceutical market. Students get acquainted with some terms in order to have an idea how their names are created, learn to isolate frequency segments in the names of medicines that carry certain typical information about the drug. Mastering the skills of writing recipes involves knowledge of the recipe structure, standard recipe formulations and grammatical forms of the parts of speech used. Memorizing Latin names of chemical

elements and compounds will be useful when studying other special disciplines, such as biochemistry, pharmacology, etc. Unfortunately, the number of hours for learning Latin is critically small. In this regard, the third part of the course is studied at a fast pace and involves a lot of independent work of students [1].

In addition to medical terminology, the classes also pay attention to Latin aphorisms and winged expressions, which help not only to learn centuries-old wisdom, but also to memorize Latin words better. At each lesson, the student is asked to memorize one or two aphorisms, which to a certain extent "enliven" the study of a "dead" language. Some aphorisms of the Latin language concern issues of life and death (Vivere militare est. / To live means to fight), human health (Hygiena amica valetudinis. / Hygiene is a friend of health), doctor's behavior (Medice, cura aegrotum, sed non morbum. / Doctor, treat the patient, not the disease), represent medical commandments (Salus aegroti suprema lexmedicorum. / The good of the patient is the supreme law of doctors; Primum noli nocere! / First of all, do not harm!) [3]. Thus, the task of general cultural development of the student is also solved.

A special role in studying Latin at a medical university is played by increasing the motivation of educational and cognitive activity of students. The teacher should constantly remind the student that the knowledge and skills acquired during the study of the Latin language will be widely used in subsequent courses, during the study of special disciplines. This is facilitated by the integration between the Latin language course, on the one hand, and medical-theoretical and clinical disciplines, on the other hand. The teacher, introducing anatomical terms and explaining the grammar rules used in their construction, can mention their occurrence in the course of studying anatomy. In anatomy atlases, all words have Latin names. The names of the disciplines studied by medical students also have a Greek-Latin origin (biology - the science of life, cardiology – the science of the heart, cytology – the science of cells, etc.). When students in classes in other disciplines begin to easily understand scientific terminology based on Latin roots already familiar to them and according to the rules of Latin word formation, they are constantly convinced of the usefulness and necessity of Latin for their own education. Some of the words heard from doctors are now becoming clear. The medical student is proud to realize that he is mastering the special language of doctors, inaccessible to people of other specialties [1].

Conclusions. So, the study of Latin and English is an integral part of the training of future doctors. Whether these disciplines are taught in Russian or Uzbek, the goal remains the same – to create the basis of the terminological system of the professional language and expand knowledge of the English language. Of course, the conceptual content of the terms can be fully and strictly disclosed only when studying special disciplines at the relevant departments. Successful study of the Latin language will only contribute to their easier assimilation and application. In conclusion, we express our gratitude to the authors O.V. Slugin, B.N. Nurmukhambetov, E.K. Lisaridi, M.N. Chernyavsky, who shared the results of their labors.

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