

## Methods of Teaching Latin Language

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**Abstract:** The purpose of the article is to offer the most effective ways of active teaching students of medical specialties in Latin, used by teachers of the department of social disciplines of the institute.

**Key words:** Latin language, methods of teaching, effective ways, active teaching, medical specialties, fundamental place, efficiency of physicians.

The twenty-first century is characterized by radical changes in the field of medicine. The base has been expanded, new services have been created, the number of employees has increased, and much attention has been paid to healthcare. However, these and other changes are not accompanied by the necessary increase in the efficiency of physicians. It seems that in this case, Latin, one of the oldest subjects, which has been taught for centuries, should play its role. In the training of doctors in universities, the Latin language occupies a fundamental place, since without mastering the basic concepts dating back to Roman terms, it is impossible to achieve significant success in technical professions. That is why acquaintance with law begins with the study of medical terms, and Latin is taught in technical universities in the first year. Terminological dictionary of medicine is huge, and ignorance of it gives rise to insurmountable difficulties in mastering any special subject. Misunderstanding of what the teacher is talking about, ignorance of the conceptual and terminological apparatus gives rise to students' uncertainty in their knowledge, loss of interest in studying the course. On the other hand, timely successful mastery of the language, free use of it in the learning process stimulates interest in the studied language courses, activates mental activity, allows students to delve deeper into the material being studied, touch the origins, study modern disciplines in order to feel confident in the future in the profession.

Properly preparing a specialist means equipping him with knowledge, practical skills and abilities that will allow him to use knowledge of the Latin language in his practical activities, in the systematic replenishment of his professional knowledge, professional communication, and the formation of professional qualities.

Based on the new emerging needs of society, dictated by irreversible, crisis transformations taking place in the world as a whole and in our country in particular, it is necessary to recognize the fact that the traditional training scheme, in which ready-made knowledge was transmitted from teacher to students, turns out to be ineffective and incomplete. The modern consumer society and the emergence of a new reality are pushing for the realization of the need to revise the old existing model of interaction between the teacher and the student, rooted in domestic education, requires its revision and modification, expressed in the creation of a completely different approach to the organization of the educational process and, as a result, to a total change relationships between teacher and student.

All of the above invariably leads to the question: what measures should be taken to change the system of education so that the effectiveness of education increases? Considering this problem from the traditional position of understanding the educational process in a higher educational institution, we can talk about two parties involved in it: a teacher who organizes not only cognitive, but also other types of students' activities, taking into account their individual characteristics. At the same time, the teacher uses such means and teaching methods that create favorable conditions for mastering the basics of the subject being studied, as well as for educating and developing the cognitive and creative abilities of students [2, 3]. The second side of the educational process is a student in a higher educational institution, i.e. a student who, in the modern paradigm of the educational process, is assigned not a passive, but an active role. In this case, one of the main tasks of modern education is the transformation of the role of a teacher from a teacher-mentor, who transfers knowledge and experience to the student, into a teacher-guide [1], helping students to understand, correctly structure and analyze the huge amount of information presented by modern printed and especially information Internet resources.

Thus, in the coming decade, we can talk about a new image of a teacher of higher education, which includes a change and transformation of his position in relation to the student and is more of a mentor-guide, standing not so much in a superior position over him, but helping the student to actively engage in the learning process, to realize their area of responsibility in the process of acquiring and mastering knowledge, to build equal relations with the teacher.

From the above, it can be noted that the learning process acquires completely new features and character, acquires new goals and objectives. This, in turn, requires the use of new active methods and technologies, which depend on a number of conditions: the specifics of the content of the material being studied, the individual characteristics of students, and the level of preparedness for learning, the availability of teaching aids, etc. The integrated use of these methods and means requires such an organization of educational a process in which there is a full activation of educational and cognitive activity, as well as the education of students.

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It is necessary to focus on the fact that teaching Latin as an academic subject has a number of specific features, since the methodology of teaching "living" languages, of course, is fundamentally different from the methodology of teaching the so-called "dead" classical languages. Learning Latin is a task of paramount importance for building a productive learning process in the first year of medical schools. The Latin language is an integral part of the corpus of general education and specialized subjects, having mastered which the student not only increases his intellectual level, replenishes the necessary stock of knowledge, but also sharpens rationalism and logic, without which subsequent self-realization in the future profession is impossible.

Reflections on the implementation of effective methods for successful teaching and assimilation of the material presented in the process of learning the Latin language stem from the final result, namely, from what knowledge, skills and abilities a student should have at the end of mastering the curriculum of the Latin language course at the university medical and pharmaceutical orientation. An important point in the teaching of "dead" languages, in particular the Latin language, is the fact that the system of knowledge in the subject "Latin" is built in such a way as to achieve the main goal of training - to prepare a qualified specialist who is fluent in scientific medical terminology, in connection with which teaching Latin is based on the need to memorize a huge number of specialized terms of medical and pharmaceutical orientation, without knowledge of which further successful development of the future profession is impossible. Thus, in the process of teaching the Latin language, emphasis is placed on new innovative mnemonic methods and techniques for memorizing foreign words and expressions, which leads to the need to move away from traditional grammatical, grammatico-morphological and translation methods of studying a "dead" language in favor of new modern methods.

So, for example, to develop the memorization and creative thinking of students in the process of learning the Latin language, teachers use the following methods of active learning: heuristic conversations, educational discussions, search work. An important element in learning is independent work with additional sources of literature as a way of self-knowledge, development of a general cultural outlook, cognitive interests and abilities, aesthetic perception of the world around and streamlining the system of moral views.

As a rule, each method solves not one narrowly focused task of training, education or development, but provides their comprehensive solution. At the same time, choosing one or another method, the teacher is guided by what are the advantages and disadvantages of the chosen method.

The choice of method is also determined by the amount of time allotted for one or another aspect. Therefore, for example, a conversation takes more time than a simple presentation of educational material. However, the undoubted advantage of the conversation is that in its process there is a constant encouragement of students to think with the involvement of previously acquired knowledge. This not only develops their thinking and memory, but also allows them to take an active part in the work, showing interest in it. At the same time, the teacher has the opportunity to identify erroneous ideas and judgments of students, and therefore, to prevent possible errors in the assimilation of educational material. Such a method as a conversation is especially important when studying such theoretical sections of the subject as "From the history of the Latin language", "System of concepts and terminology", "Anatomical terminology as a system", "Pharmaceutical terminology as a system", "Cultural heritage of the Latin language in proverbs and sayings", etc. Students are happy to participate in round tables, attend thematic circles, prepare multimedia presentations and participate in discussions on the above topics.

Another method of active learning is the technology of critical thinking. It should be noted that this technique is not at all associated with something negative, does not imply a dispute, discussion or conflict. It is more defined as reasonable, reflective thinking, allows you to reason objectively, gives you the opportunity to look at objects from different angles, taking into account the opinions of other people, as well as abandon your own prejudices and reach a new level of problem solving using updated capabilities.

The use of the above technology in the process of teaching Latin at a university helps to solve the following tasks:

- gives students the opportunity to prioritize;
- allows you to make individual decisions that require a certain degree of responsibility;
- increases the level of work with the information flow;
- develops independent work of students (with the joint participation of the teacher in planning work and evaluating results).

Based on the analysis of the needs of modern society, which prioritizes the concern for citizens to receive a complete comprehensive education, which, in turn, has the goal of forming a highly moral educated person who is actively striving for self-development, self-improvement and self-realization in society as a highly qualified specialist who knows the methods and ways professional development and continuous creative growth, it is necessary to note the need to introduce and apply in the educational process a number of modern relevant creative teaching methods that are fundamentally different from traditional methods and aimed at educating a new type of personality, open to deep knowledge of the world and analysis of emerging situations. The use of the methods and technologies presented in this article contributes to the development of personal qualities that help in working on oneself, stimulates the need to break old obsolete patterns of behavior and attunement with the needs of society and modern reality.

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