

CHARACTERISTICS OF THE FUNDAMENTALS OF LATIN LANGUAGE TERMINOLOGY

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Abstract: Latin is considered the root language from which many modern European languages originate. Due to its widespread historical use, Latin terminology remains prevalent in many academic and scientific fields today. The retention of Latin terms stems from certain intrinsic characteristics that have allowed its terminology to endure over time. This article will explore some of the key fundamentals of Latin language terminology that have contributed to its persistence as the foundation of vocabulary in numerous domains.

Keywords: language, terminology, characteristics, vocabulary base, educational system

Latin is a completely new subject for first-year students, it has not been studied before and therefore presents certain difficulties in learning. In the medical higher educational institution, students are taught Latin in order to instill in them the basics of studying and using medical terminology not only at the university, but also in their further professional activities, in other words, to prepare a terminologically qualified doctor.

Since Latin is a propaedeutic science, all subjects studied at medical faculties, in particular, anatomy, biology, biochemistry, microbiology, pharmacology is directly related to the Clinical Sciences. Teaching Latin in English presents certain difficulties, especially for students who do not have their own native language. Particular attention is paid to memorizing terms in the study of Latin.

Many words denoting terms in English come from Greco-Latin, hence, it is not difficult for a person who is fluent in English to master them. The situation is different for students whose mother tongue is Arabic or Chinese. In these languages, similar words can be completely different. Students have to spend more time memorizing them.

With foreign students who do not know the language well, the situation is more tense. They do not know many English words, and the teacher needs to spend more time explaining this or that term. The lexical minimum necessary for mastering the science is designed for constant memorization at the level of long-term memory. These are the frequency of application; they are the elements of words and Terms selected according to the principle of thematic significance and word-making valence.

To facilitate memorization, the teacher can use an associative attachment method, for example: the word gastritis can be remembered using a familiar word. Teaching Latin at the medical faculties of various universities is a long and lasting tradition. However, the name of the discipline itself "Latin "or" Latin and the basics of medical terminology " requires some annotations [1, 2].

First of all, you should pay attention to two fundamentally different directions in the study of Latin. On the one hand, the teaching of Latin, which is considered as a general educational discipline, provides an acquaintance with the general language and its grammatical system, taking

into account the peculiarities of the language. In addition, the study of the language is harmonized with the presentation of historical and cultural moments.

This allows students to form an idea of the important role of ancient heritage in the formation of modern European and world cultural systems. This direction is relevant for the faculties of Humanities, first of all, philology, where the main goal is to expand the general cultural and linguistic worldview of students, as well as to promote their scientific and analytical approach to modern “live” languages.

On the other hand, Latin can and should be considered as a type of basic science or at least as an integral part of other specialized disciplines that make up the medical curriculum. Obviously, this in case, we are no longer talking about learning a foreign language in the usual sense of this process: it is important to clarify that the main task is to study professional medical terminology.

Therefore, it is necessary to clearly study not only Latin, but also the terminology "Latin", which seems expedient to make corrections to the topic in the name of the discipline, however, in some cases it seems that the names of existing practices, courses or teaching aids - "terminology of Latin and the basics of Medicine" - are not entirely successful.

First, this name (in a direct sense-first of all) emphasizes the task of familiarizing yourself with the language, which, as mentioned above, cannot be considered the right direction for medical faculties. Obviously, a simple replacement practically does not solve anything.

Secondly, in such a formulation of the name of science, initially (and in the rearrangement of words, it certainly remains) reflects the presence of two directions in a certain parallel together: on the one hand, language learning (the name «Latin"- general educational direction), and on the other, terminology preparation ("fundamentals of medical terminology" - the main direction) [3].

In addition, living together in this one faculty will even acquire a caring character. After all, the directions are different, and it is not clear whether the emphasis in this case is on teaching language or terminology. In addition, the direction of general education includes a kind of cultural sphere (first of all, Latin winged phrases, Proverbs), which should also be taken into account, has nothing to do with terminology as an optional or separate direction.

A special role in the study of Latin in a medical school is played by increasing the educational and cognitive activity of students. The teacher should constantly remind the student that the knowledge and skills acquired in the study of Latin are widely used in subsequent courses, in the process of studying special subjects. This is facilitated, on the one hand, by the Latin course, on the other hand, by the integration between the medical-theoretical and Clinical Sciences [5].

As the teacher familiarizes himself with anatomical terms and explains the grammatical rules used in their construction, he can mention their appearance in the course of anatomy. In anatomy atlases, all words have Latin names. The names of the disciplines studied by students of the Faculty of Medicine also come from Greco-Latin (biology - science of life, Cardiology - science of the heart, cytology - science of cells, etc.) [4].

When students in other subjects begin to easily understand scientific terminology based on Latin roots familiar to them and in accordance with the rules for making Latin words, they are always convinced of the usefulness and necessity of Latin for their education. Some words heard from doctors are now clear.

A medical student proudly understands that doctors have mastered a special language that cannot be understood for people of other specialties. In order to optimize the teaching of students in Latin, new methods are actively being introduced. Grammatical and lexical material is carefully developed, exercises are used that develop thinking logic, literacy in the use of consciousness and Terms, free orientation in various subsystems of medical terminology.

Analysis of the results of independent and control work to determine the difficulties in mastering the material for both the teacher and students and allows you to eliminate them. In addition to written work, a regular oral survey is carried out to check the appropriation of the dictionary, as well as the tasks performed at home or in the classroom, the final form of control is a test. Teaching Latin has its own characteristics, which both eliminate the language barrier for some students and organize the learning process.

In summary, characteristics such as concise precision, systematic structure, historical prominence, and long-term stability account for why Latin terminology remains the foundation of vocabulary for many academic and scientific domains today, despite Latin no longer being a living language. These fundamental attributes have allowed Latin nomenclature to endure and continue serving as an international lingua franca across languages, cultures and eras. The persistence of Latin terms demonstrates their intrinsic qualities optimally suited them for precisely conveying specialized knowledge in a learnable, memoizable and universally intelligible manner.

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