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METHODOLOGY OF TRAINING TASKS IN LATIN LANGUAGE AND MEDICAL TERMINOLOGY

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Abstract

This article discusses the issues of effective mastering of the Latin language and the basics of medical terminology in higher medical educational institutions. In particular, the linguistic features of terminological units imported from Latin and Greek in the process of studying medical terms, their structure and semantic layers are analyzed. The importance of teaching Latin and Greek doublets in the formation of professional competence in students, modern methodological approaches and interactive methods used in their teaching are also considered. The article discusses a system of exercises aimed at developing the skills of applying medical terminology in practice, along with the theoretical mastery of medical terminology. It also analyzes pedagogical technologies that serve to improve students' language competence, ensure the effectiveness of memorizing and correctly using terms. This approach serves to develop the professional speech culture of students studying in the medical field and adapt them to the international medical terminology system.

Key words: Academic tasks, medical terms, Latin, linguistic competences, skills and competences.

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Introduction

In the world, scientific literature on teaching English, French, German and other developed foreign languages pays special attention to the content and usefulness of teaching tasks, and questions, tasks and exercises are used effectively in the educational process. In international practice, teaching tasks are aimed at effective communication. Teaching tasks used in practice are formed on the basis of certain predetermined criteria.

In Uzbekistan, the methodology for teaching medical terms is also based on a competency-based approach, and the formation of linguistic competencies in the teaching process is intended to lead to the development of professional competencies. Based on the principles of education, laws and regulations, and didactic principles, students are directed to master the basics of the Latin language and medical terminology, as well as to apply this knowledge in practice, form and expand their professional skills by studying the Latin and Greek doublets of medical terms, form their communicative competencies in everyday, scientific and professional activities, and develop their existing skills. In particular, the acquisition of professional skills and qualifications by future medical students through the acquisition of skills and qualifications; ensuring that students acquire knowledge in this area in accordance with international standards; To teach undergraduate students to pronounce correctly; to understand grammatical forms and know the meaning of terms; to be able to independently translate and compose anatomical, clinical and pharmaceutical terms without a dictionary or with a dictionary. Students will be helped to use, understand and apply medical terms in special modules of the next course. To understand, read, speak and write terms in teaching Latin and medical terminology. In this situation, the main task of the methodology for teaching Latin and medical terminology is to develop in students the ability to correctly understand what they hear, to speak fluently and logically in a literary language, to read and understand the text, and to write correctly and meaningfully. This responsible task can, of course, be implemented

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through improved teaching tasks. In this sense, the issue of improving the linguodidactic foundations of developing teaching tasks in teaching Latin and medical terminology is extremely relevant.

In teaching Latin and medical terminology in accordance with state educational standards and national assessment criteria, there is a need to critically study the content of questions, exercises, and assignments, and to describe and classify them from the perspective of developing and assessing speech skills and competencies.

In recent years, a number of scientific and methodological studies have been conducted in our country on the methodology of teaching medical terms. In particular, Rustamova S.Sh., Saidullaeva M.A., Abdullaeva R.M., etc., have promoted teaching based on new pedagogical technologies in teaching the Latin language and medical terminology in their studies. Also, a number of studies have been conducted on the methodology of teaching the Latin language and medical terms in continuing education. It should be noted that philological scientists have also made their worthy contribution to the methodology of teaching medical terms at different times as authors of programs and textbooks. Turdiyeva K., Hamrakulova M., Berezovskaya R., Mahkamovs are among them. Kondratyev, M.N. Chernyavsky, based on the ideas that developed the goals and content of teaching Latin and medical terminology, abandoned the new - excessive grammaticalism in teaching Latin and began the direction of developing skills in students, instilling a foreign language and world spirituality into the student's thinking based on vocabulary and text, preparing students for various speech situations, and educating creative thinkers.

To study the current state of the use of teaching tasks in the system of higher medical education and to determine the place of teaching tasks of pragmatic content in teaching the Latin language and medical terminology;

To conduct a comparative study of the compliance of teaching materials in textbooks with the requirements of the State Standard of Medical Education and

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the program, as well as to identify the causes of problems associated with their teaching and propose solutions;

To develop methods for developing students' listening comprehension, speaking, reading comprehension and writing skills (composing literate and meaningful texts) through teaching tasks;

To improve the development of content, methods, and tools for developing thinking skills;

To select convenient and practically significant methods, techniques, and technologies for working with questions, exercises, and tasks in higher medical education;

To test the developed proposals and recommendations through experience in the content of textbooks, in lessons in teaching the Latin language and medical terminology, and to generalize the conclusions obtained.

The process of teaching Latin and medical terminology in higher medical education, the use of teaching tasks in lessons on medical education methodology. Organizes the study of methods, systems and technologies for improving the pedagogical, psychological, linguistic and methodological foundations of developing teaching tasks in higher medical education.

Conclusion

Introduction to Latin and terminology in medicine is necessary not only for mastering medical knowledge, but also for successful work in a medical environment. The complex structure of the Latin language and its historical role help to further understand medical terms. In turn, introduction to terminology is important for becoming a highly qualified specialist in scientific and practical activities.

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