

NEW PEDAGOGICAL TECHNOLOGIES FOR STUDYING LATIN LANGUAGE IN MEDICAL UNIVERSITIES

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This article examines the use of new pedagogical technologies in the Latin language course program. Existing methods of teaching Latin in medical universities are analyzed. The need for using innovative approaches to teaching, including computer training, training using interactive methods, distance learning through video conferences, and extracurricular training is identified and substantiated.

Keywords: *Latin language, pedagogical innovations, teaching methods, distance learning.*

An integral part of the professional competence of a future doctor is knowledge of medical terminology and the ability to use it. Terminological competence is laid in Latin classes, which is part of the integrated process of training future doctors. Teaching Latin as a foreign language has a centuries-old history, which has lasted for more than fifteen centuries and, of course, deserves detailed study [1]. The main objective of the subject "medical terminology" in a medical university is to help students to understand medical terminology as much as possible, to understand the structure of the term and its components, to acquire the skills of quickly and competently writing prescriptions, names of drugs, to highlight and explain frequency segments with a certain information content. This means that knowledge of terms of Greco-Latin origin, as well as the basics of Latin grammar, is an integral part of the education of students of medical universities, which they need when reading medical literature and studying special disciplines [2]. The problem of studying and teaching Latin has existed since the end of the 19th and beginning of the 20th centuries. Many researchers have developed and introduced new methods and techniques for teaching Latin into

teaching methods. Research on the history of teaching Latin at universities mainly concerned the humanities, for example, the problems of reviving Latin as a general educational discipline were studied by N.L. Katsman [1]. Historical aspects of a comparable method in the theory and practice of teaching Latin in classical departments of universities, the development and current state of the methodology for teaching standard grammar courses in classical languages were covered in the works of V.M. Shelkovoy [3], Ya.M. Borovsky [4], A. Musorin [5]. All of them offered something new in terms of methodological developments in teaching Latin. However, in today's demanding and rapidly changing environment, the level of higher education of future doctors will largely depend on the effectiveness of the implementation of innovative teaching technologies based on new methodological principles, modern didactic principles and psychological and pedagogical theories that develop a fundamentally new approach to teaching.

That is why the purpose of our article was to consider new pedagogical technologies for studying Latin in medical universities.

The purpose of studying the discipline "medical terminology" is to acquire the basics of professional competence by future doctors, in particular the ability to consciously and freely use modern medical terminology in Latin. That is why the main attention in classes is paid to theoretical and practical issues related to the principles of term formation, the emphasis is on the most

productive models of terms in all three (anatomical-histological, clinical, pharmaceutical) subsystems of medical terminology.

However, it should be noted here that the motivation of students when using traditional methods of teaching Latin is at an extremely low level. Methods that are based on memorizing terms and lexical rules, on the use of only textbooks, on a small number of practical lessons do not make it possible to convey to students the need to obtain new knowledge and improve the level of their language and speech training. This means that in the methods of studying the Latin language there is an urgent need to introduce new, modern pedagogical

innovations, which can become a means of activating students' motivation, their active creative activity, and also encouraging their learning of the Latin language. Pedagogical innovations are the result of a creative search for original, non-standard solutions to various pedagogical problems. The product of creative search can be new educational technologies, original educational ideas, forms and methods of education, non-standard approaches to management.

The priorities of pedagogy development today are: the dominant role of the creative, search principle at all stages of the educational process; individualization and differentiation of educational and cognitive activity of subjects of study; freedom of choice of life position, initial principles of worldview and faith; harmony of educational and educational and cognitive interaction of teachers and students.

Modern education, under the influence of scientific and technological progress and the information boom, has been in a state of continuous organizational reform and rethinking of established psychological and pedagogical values for quite a long time. Public need encourages teachers-scientists to search for new pedagogical ideas and technologies, to disseminate and implement advanced pedagogical experience.

Mastering new technologies of teaching and education requires the internal readiness of the teacher for serious activity on transformation, first of all, of himself. The main concepts of innovative

technologies include [7]:

- non-standard lessons;
- individual work; - electives of students' choice (deepen knowledge);
- problem-based and modular learning;
- inviting scientists, cultural figures, and artists to lessons;
- scientific experiment when studying new material;
- using technological advances (computer classrooms, radio and television broadcasts and "Internet systems", multimedia technologies, etc.).

The introduction of innovative technologies also implies self-development of the teacher himself, requiring him to constantly improve his own knowledge and skills, whether it be: studying specialized literature; analyzing the pedagogical experience of innovative teachers; developing a plan for the implementation of new technology, etc.

An analysis of the available literature shows that today higher education institutions with a medical profile are introducing the following modern pedagogical technologies: computer training, training using interactive methods, distance learning through video conferencing, extracurricular training [8-10]. One of the promising areas of work in the system of new pedagogical teaching of the Latin language is an integrated approach to solving the main problems that are combined in this system. This is possible thanks to a certain “symbiosis” of a complex of technologies with high didactic potential and telecommunication technologies, which, as we have already mentioned earlier, include computer training, multimedia technologies and methods of intensive teaching of the Latin language.

Research in the field of the latest pedagogical technologies confirms that the potential of computer and distance learning can be most effectively used in the study of any foreign languages, including Latin. All these methods include: active language discussion, intensive mental activity and collective activity.

Thus, the latest information technologies in education allow for more active use of the scientific and educational potential of leading universities and institutes, attracting the best teachers to create distance learning courses, and expanding the audience of students. All this leads to an increase in the level of students' motivation to study the Latin language course and a significant increase in the students' linguistic competence.

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