

SPECIFIC CHARACTERISTICS OF LATIN LANGUAGE MEDICAL TERMINOLOGY TEACHING IN MEDICAL UNIVERSITIES

Bakaev Najmiddin Bakaevich

Asian International University, Bukhara, Uzbekistan

Abstract: The article discusses the problem of adapting Latin grammar to the terminology studied by medical students at medical universities, since the topic of study of the subject "Latin language and medical terminology" is mainly professional medical terminology, not the grammatical structures of the Latin language. An example of the developed and tested author's methodology shows the principle of a systematic approach to the presentation of materials of the subject "Latin language and medical terminology" at medical universities.

Key words: Latin language, medical students, medical terminology, term, systematic approach, lexicon minimum, Latin grammar.

The teaching of Latin in medical schools of various universities has a long and stable tradition. However, the name of the subject "Latin language" or "Latin language and medical terminology" requires a certain interpretation. First of all, it is necessary to pay attention to two completely different directions in the study of the Latin language. On the one hand, the teaching of Latin, considered as a general educational field, provides familiarity with the language as a whole and its grammatical system, while taking into account its specific characteristics as a "dead" language. In addition, the study of the language is combined with the presentation of historical and cultural factors, which allows students to create an idea about the important role of ancient heritage in the formation of modern European and world cultural systems. This direction is relevant for the social sphere, first of all, for philology, where the main goal is to expand the horizons of general cultural and linguistic knowledge of students, as well as to help develop a scientific-analytical approach to modern "living" languages.

On the other hand, the Latin language can and should be considered as a special professional field or at least an integral part of other specialized subjects that make up the curriculum in medical universities. Obviously, in this case, we are not talking about learning a certain foreign language in the usual understanding of this process: it is important to clarify that learning professional medical terminology becomes the main task.

Vocabulary also undergoes changes: after all, any professional terminology (including medical) is only a reflection of the lexical component of the language. Here are a few examples.

When studying anatomical terminology, the topic of "adjective prefix" is sometimes (in some textbooks) not even considered. Obviously, in this "ordinary" Latin language, as in Russian, these prefixes perform their standard function - as a rule, they determine the meaning of the original adjective. However, even the basic terminological minimum of anatomical terms forces us to devote time to this topic as a separate lesson: indeed, among the seven most common prefixes (infra, sub, inter, intra, supra, para, semi), mention only one (intra) performs the desired function, the other six (which of course perform the default function) require:

Two prefixes with the same meaning "under" (infra and sub). First of all, it should be noted that the first question that arose - about demarcation in usage - has no answer: there are neither rules nor any signs in usage (the usual situation and the "spontaneous" development of terminology specific example). In addition, taking into account the current practice of using anatomical terms -prefixed adjectives, at least six entries (terminological comments) can be noted. As an example, we give three of them.

First, the use of adjectives such as "relating to the pancreas" in anatomical terminology (to which the adjectives "chin" and "flank" can be added, with some caveats). In the corresponding Latin terms ("pancreaticus"), the prefix, as you know, is not needed at all, because these adjectives are formed from - nouns translated by a phrase containing adjectives that have the corresponding meaning in Uzbek: pancreas - "pancreas". It is also worth noting that the noun "gland" forming this phrase is not used in the formation of adjectives from them (a similar situation with the term thorax "chest" → toracic "thoracic", but compare: colon "no "large intestine" → colicus "large intestine", maxilla "upper jaw" → maxillaris "pertaining to the upper jaw", etc.)

Secondly, an adjective meaning "under the skin". The most common option is with the prefix subcutaneous (you just have to remember it). Also, an adjective with the same meaning, but of Greek origin. Also, note the phrase "subcutaneous muscles of the neck" from the course of Myology - in Latin terminology, this is the same word as the Greek "platysma". is a term used with the word musculus. Finally, the two expressions "lateral/medial subcutaneous vein of the arm" in the course of angiology are noteworthy - the Latin variant is twice as short as vena cephalica and vena basilica, respectively.

Thirdly, an adjective meaning "subclavian". Here, the addition of the prefix sub affected the morphological structure of the original adjective (the diminutive suffix of nouns -cul- and the word-forming suffix of adjectives -ar-), its grammatical properties also changed (third declension instead of -the first group of adjectives): sub + clavicularis → subclavius. It is interesting to note that the addition of the infraprefix (!) in the standard situation (without any structural and grammatical change) should be considered as a clear exception to the original adjective clavicularis, since there are three times more contexts with subclavius.

The expressions included in this section differ from "ordinary" expressions in the following features. First, some of them use nouns and adjectives that appear once (sella turcica, crista galli) or in very few phrases, taking into account the strict framework of the main lexical minimum (musculus longissimus/latissimus, manubrium sterni, camphora trita). includes That is, when translating them into the Uzbek language, there is a word-for-word change of the translation, strengthened by the tradition of using terminology: at the same time, a part of the speech and the meaning of the word change. possible (or both -bulbus oculi: eye bulb → eyeball). This tradition is not always related to the standard rules of Latin grammar: for professional doctors, unfortunately, it is often not important to follow grammatical types or parts of speech; in addition, a sufficient number of medical terms are written in abbreviated form. Grammatically incorrect expressions are definitely not acceptable, and variant translations require systematization. This, in particular, determines the need to create a section of "stable expressions" in the study of medical terminology.

And finally, we emphasize that it is not a mistake to follow the literal translation when translating some stable phrases from Latin to Uzbek; on the other hand, trying to translate into Latin while keeping parts of speech is definitely a mistake, because in most cases it leads to terminological ambiguity. For example, in the phrase "shoulder joint", the adjective "shoulder" can be formally derived from the words "shoulder" (brachium → brachialis) or "humerus" (humerus → humeralis), and the correct option is is a stable developed phrase consisting only of the words articulatio humeri.

The conclusion is in place. Taking into account the terminological specificity of the science "Latin language" in medical universities, focusing on the current practice of using medical Latin terms in all three terminological subsystems (anatomical-histological, clinical, pharmaceutical terminology) it is desirable to

create the application). This approach should be reflected, first of all, in a clear and consistent distribution of terms that make up the lexical minimum for certain topics (as a rule - in accordance with the main divisions of traditional Latin grammar) and the number of terms within the considered topic immediately full submission is desirable.

The main lexical (terminological) minimum is a two-part system of terms, the first part of which is the most frequently used terms, with frequent and/or broad compatibility, and the second is terms that denote single, but important and necessary concepts. At the same time, special attention should be paid to the ability of students to independently expand the range of the lexical minimum by developing different word formation schemes. In addition, the lexical minimum can be expanded with facultative vocabulary - terms that are thematically important and only important in a certain terminological context. The existence of two variants of the lexical minimum (basic and extended) allows to change the volume of terminological materials depending on specific conditions (time and duration of lessons, total number of hours, specialization of the group). Thus, from a practical point of view, the lexical minimum can be considered as the sum of all terms that are or can be included in homework, exercises, independent and control work (tests), credit and examination materials (tickets).

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