

FORMS OF LATIN CLASSES: CLASSICS AND INNOVATION.

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Annotation: The article discusses various forms of conducting classes in the Latin language. In the current educational system, the use of various innovative forms of teaching is a necessary condition for the professionalism of a teacher.

Keywords: medical terminology, forms of organization of educational activities, types of control.

A modern specialist is a person who is widely educated in a particular field, has fundamental training, and is capable of continuous professional development. For a modern medical specialist, knowledge of the Latin language is a necessary condition for his professionalism, allowing him to work with special information, in which there is a huge number of terms and term elements[1,3].

“Latin and ancient Greek (in modern medical terminology - in Latinized spelling) languages were, are and will remain in the foreseeable future the terminological basis of medical science. Modern medical terminology is one of the most extensive and complex term systems, numbering several hundred of terms.”(6,13)

The ultimate goal of learning Latin is defined as the possession of scientific medical terminology in various medical specialties[2,9].

Before the course of the Latin language, in accordance with certain goals, the following tasks are set: the main one is educational and the additional one is general cultural. The solution of the main educational task is carried out by mastering the professional language in its main part, terminology[5,11].

The fulfillment of these tasks goes in two directions: 1) the study of the elements of Latin grammar, which are necessary for the understanding and competent use of terms in Latin, 2) the study of the basics of medical terminology[7,16].

The implementation of this task develops the logic of thinking, consciousness and literacy in the use of terms, free orientation in various subsystems of medical terminology[8,15].

“In a medical university, the interdisciplinary integration of languages and specialized disciplines is an urgent need, which makes it possible to form and implement not only general cultural, but also the professional competence of a future doctor.” (2)

Although the Latin language course at a medical school is not a general educational discipline, however, the study of Latin grammar is of great educational value[10,12].

When studying Latin phonetics, morphology and word formation, students encounter many common language patterns and phenomena that are characteristic not only for the Latin language, but also for their native language and the foreign language being studied.

The discipline "Latin language" belongs to the P block of disciplines:

1) students are trained on the basis of the continuity of knowledge and skills obtained in the study of the following subjects in general educational institutions: grammar of the Russian language (morphology, word formation), a foreign language, the history of the ancient world, ancient literature and mythology, the basics of general biology, general chemistry;

2) 2) is a precursor to the study of disciplines: anatomy; normal physiology; histology, embryology, cytology; biochemistry; pathological anatomy, clinical pathological anatomy; pathophysiology, clinical pathophysiology; pharmacology and the subsequent study of most professional disciplines.

Proficiency in Latin is a mandatory component of the professional training of a modern specialist of any profile.

The Latin language course at the university is one of the links in the multi-stage system "school-university-postgraduate education" and, thus, takes its own place in the continuum of the educational process. Knowledge of the Latin language is necessary for physicians of all categories, first of all, for direct professional communication, for reading and understanding special literature[14].

Recently, orientation towards this type of education, which stimulates the intellectual and moral development of the student's personality, activates his potentialities, and forms critical thinking, has become increasingly widespread. This type of learning corresponds to a personal-activity approach in teaching the Latin language.

Along with this approach, it is impossible to completely deny the use of classical teaching methods, which form the student's clear ideas of the tasks and results that he must achieve in the learning process.

An innovative approach to conducting classes in Latin is determined by the following stages: a clear organization of the beginning of the lesson; the sequence of exercises in accordance with the objectives of the lesson, its integrity, the transition from one stage of the lesson to another should be logical and reasonable; a variety of forms of organization of educational activities (group, pair, individual, project); purposeful repetition of language material; determination of the content and nature of independent work of students in the classroom, and then at home; a variety of types of lessons (non-standard). The types of control are current (at each lesson), intermediate (at the end of the topic), final (at the end of the academic year). The objects of control can be both types of speech activity (speaking, listening, reading and writing), as well as lexical and grammatical skills using medical terminology.

It is important to know whether the student has memorized the basic minimum of medical terminology. The rest of the material is worked out so that the student is engaged in active creative activity.

Information technologies also play an important role in the educational process. Information technologies have a decisive influence on all stages of the learning process: from providing students with knowledge, skills and abilities to monitoring their assimilation, while providing such important characteristics of learning as quality, selectivity of the material, individuality, constant monitoring and self-control of the assimilation of the material, high effect use of teachers' resources.

The advantages of using information technologies in comparison with traditional methods are expressed in the combination of audio and video visibility; use for the presentation of an interactive, multimedia board, which allows you to more visually present and activate lexical-grammatical and phonetic material; the possibility of using diagrams, graphs, charts, tables as handouts; ensuring the effectiveness of perception and memorization of educational material; saving study time. The technological approach to the educational process guarantees the achievement of the set learning goals.

Operational feedback, which permeates the entire learning process, is the basis for the consistent orientation of learning towards goals.

Thus, the distinctive features of the technological design of the educational process are: the creation of a system of verification work (diagnostic tests, adaptive tests); selection of quick methods for checking tests (computer programs); preparation of special methods for corrective methods (short specific texts containing the necessary theoretical information, simulators); additional tasks, repeated tests.

Literature:

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