

TEACHING LATIN TO MEDICAL STUDENTS IN THE PROCESS OF PROFESSIONAL EDUCATION BASED ON A COMPETENCY-BASED APPROACH

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Annotation: This article is devoted to the study is to reveal the specifics of the target, content, and control and evaluation components of professionally oriented teaching of students of medical specialties in Latin, which is significant in terms of a competency-based approach. Research tasks were solved in the process study of psychological, pedagogical, scientific, methodological and special literature; analysis and generalization of the experience of educational work.

Key words: professional education, university students, medical students, the Latin language, Competency Approach.

The relevance of the problem of implementing the competency-based approach in the process of professionally oriented training of students of medical specialties in the Latin language is due to the requirements of the Federal State Educational Standards higher professional education, insufficient development in the pedagogy of higher education, the main provisions of the modern methodology of teaching a foreign language. The purpose of the study is to reveal the specifics of the target, content, and control and evaluation components of professionally oriented teaching of students of medical specialties in Latin, which is significant in terms of a competency-based approach. Research tasks solved in the process study of psychological, pedagogical, scientific, methodological and special literature; analysis and generalization of the experience of educational work of Russian universities; study of regulatory documents of the Ministry of Education and Science of the Republic of Uzbekistan. The linguo-methodological priorities in the professionally oriented teaching of students of medical specialties in the Latin language is used. The specificity of the target, content and control-evaluative components of professionally oriented teaching of students of medical specialties in Latin is revealed. The set of linguo-methodological priorities that characterizes the transition to a competency-based paradigm is reflected in the target, content, and control and evaluation components of the professionally oriented teaching of students of medical specialties in Latin. The purpose of the course of professionally oriented training of students of medical specialties in Latin is to master professional knowledge, skills, and is explicated in the educational process in the form of tasks determined taking into account the requirements for a specific specialty of the Health and Medical Sciences group. Students of medical specialties learn a professionally oriented Latin language course at two levels: basic and advanced. In the context of a competency-based approach, significant components of professionally oriented teaching of students of medical specialties in Latin are the types of texts for reading, practice-oriented tasks and educational technologies that ensure the effective implementation of tasks of complicated and in-depth levels. The specificity of the control and evaluation component of the professionally oriented teaching of students of medical specialties in Latin in the conditions of a

competency-based approach lies in the need to implement a point-rating system for monitoring the effectiveness of the educational process, which ensures the formalization, objectivity and transparency of assessing the level of students' preparation. The processes of modernization of the system of higher education in Uzbekistan necessitate the implementation of a set of educational reforms, as result of which higher education should become a significant criterion of success and prospects for young people. An effective meaning of reforming Russian higher education is a competency-based approach, which “involves the formation of a person’s ability to use existing ones and acquire new ones knowledge and skills to solve specific practical problems”. Within the framework of this approach, the learning process is understood as a complex activity aimed at developing a number of competencies in students the totality of knowledge, skills and abilities necessary for the implementation any activity in relation to the objects of reality. The competence-based approach is the basis for the development of the Federal State Educational Standards for higher professional education of the third generation, which determine the specifics of the professional activity of the graduate. So, the enlarged group of specialties "Health care and medical sciences" includes a number of Federal State Educational Standards, in which the requirements for the results of mastering educational programs are presented in the form of general cultural and professional competencies formed by the student.

At the same time, studies devoted to finding ways to implement a competency-based approach in the process of teaching students of medical specialties the Latin language are not enough. Practice shows that the problem of professionally oriented education of medical student specialties of the Latin language remains relevant. In our opinion, in order to solve this problem, it is important identification of ways to implement a competency-based approach to mastering a foreign language, the consideration of which is necessary in the development of the target, content and control and evaluation components of professionally oriented training of students of medical specialties in Latin language with elements of interlingual integration.

The study of works led to the conclusion that the implementation of a competence-based approach to mastering a foreign language involves a change in linguistic and methodological priorities. This conclusion allows us to determine a number of priorities in the professionally oriented education of student medical specialties in Latin:

1. The use of various types of texts containing Latin terminology, for students to realize its functional and pragmatic value in real life;
2. The use of Internet resources in order to develop search skills and study of scientific and medical information in Latin;
3. Implementation of pair and group forms of educational work in order to develop social competencies, enhance mental activity;
4. Activation of independent cognitive activity of students in order to form autonomy, which is necessary in the conditions of continuous processes of education and self-education;
5. The development of self-assessment skills and abilities in order to form responsibility for the process and results of mastering a professionally oriented course of the Latin language;
6. The development of individual educational trajectories, taking into account self-assessment of the success of educational activities and the results of independent work;
7. Diagnostics of the level of formation of specific skills in order to formation of students' skills of reflection on the success of mastering a professionally oriented course of the Latin language;
8. The use of a point-rating system in determining the effectiveness of training with clearly defined criteria to ensure formalization, objectivity, transparency of the process and results control. These priorities, in our opinion, reflect aspects of the target, content and control-evaluative components

of professionally oriented teaching of students of medical specialties in Latin, which are significant in terms of a competency-based approach.

The purpose of the course for teaching students of medical specialties the Latin language, from our point of view, is to master the professional knowledge, skills and abilities that are the result of solving educational problems determined taking into account the requirements of the Federal State Educational Standard for a specific specialty of the Health and Medical Sciences group.

The implementation of these tasks carried in the process of performing tasks of various levels. Thus, in our opinion professionally oriented training of students of medical specialties in Latin carried at three levels: basic, complicated and in-depth. Taking into account the goals of professionally oriented teaching of the Latin language, the analysis of curricula and the requirements of the Federal State Educational Standard, we have concluded that upon completion of the study of the discipline "Latin" at the basic level, students of medical specialties should:

1) Know:

- Latin alphabet, rules of pronunciation and stress;
- The elements of Latin grammar necessary for understanding and forming medical terms, writing and translating prescriptions;
- The principles of creation of international nomenclatures in Latin;
- Basic medical and pharmaceutical terminology in Latin;
- The typological features of terms in sections of medical terminology;
- The ways of forming terms in anatomical, clinical and pharmaceutical terminology;
- Official requirements for issuing a prescription for Latin;
- determine the general meaning of clinical terms and form them in accordance with productive models based on a learned minimum term elements of Greek origin;
- use terminological units and term elements;
- identify in the composition of the names of medicines frequency segments that carry certain information about the drug;
- understand the content of the dictionary entry in the Latin-Russian and Russian-Latin dictionaries;

3) Own:

- Reading and writing skills in Latin for clinical and pharmaceutical terms and prescriptions;
- Educational strategies for the effective organization of their educational activities. The advanced level, from our point of view, implies the ability to:
- translate without a dictionary complex anatomical, clinical and pharmaceutical terms from Latin into Russian and from Russian into Latin;
- Search, analyze and evaluate professionally significant scientific and medical information in Latin, presented in texts of various types in various domestic and foreign sources;
- Comment on a quote or link containing terms in Latin.
- The advanced level, in our opinion, involves the possession of the skill reasoned presentation of an independent point of view in a scientific work that reveals certain aspects of the use of the Latin language in medicine.

The identified goals and objectives make it possible to determine the components of professionally oriented teaching of students of medical specialties in Latin, which are significant in terms of a competency-based approach.

These components, in our opinion, are the types of texts for reading, practice-oriented tasks and educational technologies aimed at the effective implementation of tasks of complicated and in-depth levels.

We have defined the following types of texts, which may include professionally significant scientific and medical information in Latin language: abstract to a scientific article, article in a scientific journal, publication on innovations in medicine, documents on the purchase and order of medicines, instructions for using the medicine, diagram /graph / statistics / scheme, publication on the Internet.

In our opinion, the use of such practice-oriented tasks helps to get away from the monotony of textual materials and teach students to use a variety of Russian and foreign texts, containing professionally significant scientific and medical information in Latin. Practice-oriented tasks of an in-depth level, on our view, include writing the thesis of a speech or an essay on a topic that reveals certain aspects of the use of the Latin language in medicine and studied by the student, taking into account the recommendations of the teacher. These tasks are aimed at mastering the skills of reasoned presentation independent point of view and activate the independent cognitive activity of students in order to form the autonomy necessary in the conditions of continuous processes of education and self-education. Another component of career-oriented learning students of medical specialties learn Latin, which is significant in terms of a competency-based approach, are educational technologies. The modern process of teaching a foreign language focuses on the use of educational technologies that used at the rational distribution of time and increasing the efficiency of educational activities. According to experts, these are modular and design technologies, as well as self-assessment technologies, the use of information resources Internet and modeling situations of professional communication. We believe that the implementation of these technologies contributes to transition to the competence-based paradigm in the professionally oriented teaching of students of medical specialties in the Latin language. Thus, modular technology provides differentiation of learning by allocation of modules, correlated with different aspects of the educational process and taking into account the heterogeneity of student groups. Design Technology contributes to the formation of students' autonomy, mastery of skills social interaction in the process of collective activity. Technologies for using web resources used at mastering students the skills of searching and processing professionally significant scientific and medical information in Latin from a variety of domestic and foreign sources. Technologies for modeling situations of professional communication contribute to the implementation of the formed skills for solving professional problems in the process of a didactic game or search original ways to overcome problems current and intermediate control. Current control by discipline "Latin" is compared at projects designed in accordance with the standard of the results of the educational process with the dynamics of mastering certain skills by students and provides for the implementation of multi-level tasks in the course of classes and independent extracurricular educational activities. Intermediate control used in the form of offset or exam and, as a rule, includes tasks for translating terms and recipes from Latin into Uzbek and from Uzbek into Latin.

The results of the study of scientific and educational literature show that in the modern educational context, specialists as a rule, tests are used to save time and ensure formalization, objectivity, transparency of the process and control results. An analysis of scientific papers and others allows us to conclude that the implementation of the point-rating system contributes to the effective control of students' progress. In our opinion, in terms of competence approach, tests are a significant means of implementing a score-rating system for monitoring progress, focused on assessing students' achievements in the process of monitoring their educational activities. Penza State University

implements a point-rating system for evaluating the effectiveness of the educational process, its essence is as follows. Semester rating discipline indicators include points scored as a result of current and intermediate control. The rating is determined by disciplines, practices, term papers and theses, for which the curriculum provides for intermediate control in the form of a test and / or an exam. The maximum score is 100 points. For the purpose of effectively promoting the systematic work of students in the semester are provided as a rule, three control points in which all points received by the student are summed up. For each control point the student must score points, taking into account the interval determined by the teacher. As a rule, the maximum is 20 points, the minimum is 12. (60% of maximum), i.e. the total score for the three control points is not exceeds 60 points. 40 points fall on intermediate control (test, exam, defense of a course project or thesis). The implementation of the Federal State Educational Standard is carried out at three levels: basic, complicated and in-depth. For completing tasks of the basic level, the maximum number of points.

Practice shows that the implementation of the point-rating system control of progress in the process of professionally oriented teaching of students of medical specialties in the Latin language provides formalization, objectivity and transparency of the assessment of the level of mastery knowledge, skills and abilities and contributes to:

- Individualization and differentiation of the educational process;
- Activation of systematic educational activity of students; development of self-esteem, autonomy and cognitive activity students;
- Student learning strategies for effective organization of their learning activities.

All this allows, in our opinion, to conclude that the score-rating system is significant in the implementation of the competence-based approach in the process of professionally oriented training of students of medical specialties in Latin.

As a result of the study, the following conclusions were made:

relevance of the problem of implementation of the competence-based approach in the process of teaching students of medical specialties the Latin language is due to the requirements of the Federal State Educational Standard of higher professional education, insufficient development in the pedagogy of higher education, the main provisions of modern methods of teaching a foreign language;

- a set of linguo-methodological priorities that characterizes the transition to a competency-based paradigm, is reflected in the target, content and control and evaluation components of professionally oriented teaching of students of medical specialties in Latin language

in the conditions of a competency-based approach, significant components professionally oriented teaching of students of medical specialties in Latin are types of texts for reading, practice-oriented tasks and educational technologies aimed at effective implementation of tasks of complicated and advanced levels; the specifics of the control and evaluation component of the professionally oriented teaching of students of medical specialties in Latin in the conditions of a competency-based approach lies in the need to implement a point-rating system for monitoring the effectiveness of the educational process, which ensures the formalization, objectivity and transparency of assessing the level of students' preparation.

The formulated conclusions can serve as a basis for identifying the pedagogical conditions for students of medical specialties to acquire professional knowledge, skills and abilities in the process of learning the Latin language.

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