

DIDACTIC OPPORTUNITIES FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES IN TEACHING ENGLISH TO STUDENTS IN MEDICAL EDUCATION

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Annotation. *The article informs that the integration of education is equally important, during which the student understands the importance of learning a language for the future profession. Bilingualism, the ability to use two or more languages, allows you to combine the knowledge gained in the process of studying terminology in a Latin course. When working with foreign professionally oriented texts, a bilingual approach is necessary.*

Key words: *globalization, integration approach, interdisciplinary communications, systems integration, motivation, interactive methods.*

In the modern context of intercultural interaction, the teaching model for teaching using several languages as a subject of teaching is becoming more and more extensive. In such activities, language is primarily seen as a means of introducing knowledge, and the content of teaching is characterized by the combination of the components of Science and language in all parts of the educational process.

The integration of education is equally important, during which the student understands the importance of learning a language for the future profession. Bilingualism, the ability to use two or more languages, allows you to combine the knowledge gained in the process of studying terminology in a Latin course. A bilingual approach is necessary when working with foreign professionally oriented texts.

Researchers believe that the strategic goal of teaching English in the medical field is to create a comprehensive yaacled graduate model – it can be concluded that "medicine is a bilingual language, the first is a foreign language, and the second is a professional language." Bilingual education helps to improve the teaching of common languages and knowledge of foreign languages for special science purposes, deepen subjects and expand the scope of intercultural education, as well as increase motivation in learning English.

The integration of teaching English with the Latin course is a prerequisite for teaching foreign languages in medical higher education institutions. At the same time, both languages simultaneously carry out the professional direction.

of training and increase motivation. Bilingualism is the basis for the study and use of medical terminology not only in higher educational institutions, but also in the further professional activities of the doctor. This allows students to master language competence, a certain level of which allows them to use a foreign language in professional activities and self-education. Bilingualism in medical institutes also has a cultural aspect. Language is a cultural phenomenon that includes not only cognitive, but also developmental and educational functions.

The historical commonality of the two languages is clear. Latin, with its harmonious and clear grammatical system, prepares the student for a deep mastery of any language. Comparisons in the field of phonetics, syntax, morphology contribute to the faster emergence of associative connections and logical memorization, systematization of linguistic phenomena.

Since Latin-Greek word-making materials are used, the language of Medicine is considered International, therefore, in the process of translation, certain difficulties in understanding foreign texts can be overcome by attracting knowledge acquired in the process of learning Latin. Of particular importance is the assimilation of production Affixes and adjective elements. Knowledge of them, as well as rules for the formation of words and morphological analysis of a word, makes it possible to form the ability to understand and formulate medical terms in different nomenclature groups, taking into account the differences in their graphic and grammatical design.

Working with exercises and texts Latin medical terminology helps to remember the rules of education and use it in an English course. Analysis of the term structure, knowledge of the adjective elements and affixes of classical Genesis should become the semantic support necessary for understanding the terms. From the first classes, students begin to learn the language of Medicine. They will have to memorize a lot of words, phrases and terms. It is known that 60% of the vocabulary of the English language is made up of words of Latin origin. Also, over 80% of English medical terms are in Latin. Learning how to identify words from Latin Greek in English texts, translate them correctly, activate knowledge of Latin is important for students of medical educational institutions.

In the process of mastering, words can have a new system of lexical and grammatical norms, and there are also possible options for switching mastered words to English without any changes. The authors of the researchers call these changes or their absence the development of Latin appropriations.

The topic of our study is the peculiarities of mastering Latin terms in medical English. The relevance of the study is due to the importance of

comparative analysis as one of the equivalence principles – a certain correspondence between two language words, which is very important in translation. The terms under study refer to the most used words of the English language in medical practice and have a specific lexical and grammatical structure, with some terms having several meanings. In our opinion, in medical education, some aspects of foreign language assimilation in English were not sufficiently studied, namely: to what extent certain terms were acquired, what factors influenced the change in acquired English terms, why some terms passed from Latin to English without changes. Latin and English medical terminology authors Petrov V. I., Chupyatova V. S., Korn^[47] I. S. Sapin M. R., Shvesov E. V. and Nikityuk D. B. ^[48, 49] Chernyavsky M. I. ^[50], Akjigitov G. N. and Akzhigitov R. G. ^[51], Alekseev A. P. ^[52], Bakhrushina L. A. ^[53], Lempel N. M. ^[54] adapted from textbooks, atlases, as well as dictionaries.

Now let's look at the terminological system. Anatomical terms are an example of grammatical appropriations.

In the course of the study, the medical terminology system should contain complete grammatical introspections, partial grammatical introspections.

We analyzed medical English-language assimilations using the example of anatomical terms according to the tables we have compiled.

Let's look at Table 1 (bone system, human skeleton, front view). Here we observe a number of terms, as well as contractions in the end of a word. The author of this study finds an explanation for this, paying attention to the lexical and grammatical structure of Latin and English. In Latin, adjectives are inflected according to the ending, while in English adjectives do not affect the end of the word, they do not inflect, so adjectives do not need to add the suffixes at the end of the word.

Table-1

Bone system (human skeleton, frontal view)

Latin	English
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⁴⁷ Petrov V.I., Chupyatova V.S., Korn I.S. Russian-English medical phrasebook. – M.: Rus.Yaz.-Media, 2009. – 595 p.

⁴⁸ Sapin M.R., Nikityuk D.B., Shvetsov E.V. Atlas of normal human anatomy. – T 1. – M.: MEDpressinform, 2018. – 498 p

⁴⁹ Sapin M.R., Nikityuk D.B., Shvetsov E.V. Atlas of normal human anatomy. – T 2. – M.: MED press inform, 2018. – 576 p

⁵⁰ Chernyavsky M.N. Latin language and the basics of medical terminology: textbook. – M.: ZAO "SHIKO", 2018. – 334 p.

⁵¹ Akzhigitov G.N., Akzhigitov R.G. The Great English-Russian Medical Dictionary (BARMS). – Moscow, 2012. – 1224 p

⁵² Latin-Russian dictionary of medical terminology / compiled by A.P. Alekseev. – M.: ZAO Tsentrpoligraf, 2016. – 507 p

⁵³ Bakhrushina L.A. Latin-Russian dictionary of the most commonly used anatomical terms. – M.: GEOTAR-Media, 2011. – 288 p

⁵⁴ Lempel N.M. Latin for doctors: textbook for universities. – M.: Yurait, 2018. – 253 p

os frontale	frontal bone
os zygomaticum	zygomatic bone

In addition to semi-dialects, we can see many examples of complete grammatical constructions. Let's look at Table 2 (bone system, human skeleton, front view). A number of medical terms have not been modified, such as maxilla-maxilla (upper jaw), radius-radius (radius bone). In Latin, the end of a horse indicates its tusk. One of the leading specialists in the field of linguistics is S. According to tsebakovsky, words in English are not marked with appropriate endings^[55].

Table 2

Bone system (human skeleton, frontal view)

Latin	English
maxilla	maxilla
humerus	Humerus
ilium	Ilium
radius	Radius

Among the English medical terms, in addition to grammatically acquired, we encounter completely ungrammatical words (see Table 3), skeletal system (human skeleton, frontal view), e.g.: phalanges proximales – proximal phalanges (proximal phalanges), clavicula – clavicle (collarbone). As can be seen from the examples, the number of adjectives in Latin is formed using the corresponding word suffixes. Another medical term (ot) has undergone the following changes: in the English equivalent, we see a partial reduction of the root of the word, as well as a combination of other vowel and consonant (consonant – l and vowel – e) suffixes. In our opinion, these changes were the result of adaptation to the phonetic and grammatical structure of the English language, that is, the word clavicle refers to the spelling mainly to type 1 of the English syllable-(finally vowel – e) but is read according to the second type of the English syllable.

According to analysis, 92% of anatomical terms (human nervous system) are complete grammatical introspections, while 8% are incomplete grammatical introspections.

38% of total appropriations using anatomical terms borrowed from Latin into English, 59% of incomplete appropriations, and 3% of semi-dialects. All medical terms have undergone assimilation to one degree or another. In the course of the study, the following changes were found in English terminology:

⁵⁵ Tsebakovsky S. "Ingliz tili grammaticasidan kim kyrkadi?" - Obninsk: Sarlav, 2017.– 208 b

the unchanged transition of one equivalent from Latin to English; the reduction of word endings and suffixes, and in some cases the addition of other vowel and consonant sounds to the English term. These changes are due to the different lexical and grammatical structure of Latin and English: in Latin, the category of nouns and rod, since it has the categories of number and padej, accordingly, has different suffixes.

In conclusion we can say that in modern didactics, teaching is interpreted as a process of consistent interaction between teachers and students, aimed at mastering all the components of educational content.

Education includes pedagogical (teaching) activities and student (reading) activities, where both the teacher and the student act as subjects of their activities. Therefore, the interaction between them is the character of the subject-subject relationship. This makes it possible to distinguish in the didactic system the subject component, which includes students with their needs, cognitive abilities, teachers with their competence, motivation, work style and relationships that develop between the subjects of study.

USED LITERATURE:

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