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МИЛЛИЙ ИДЕЯ ҲАМ РУЎХИЙЛИҚ ТИЙКАРЛАРЫ, ТАРИЙХ, ФИЛОСОФИЯ

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TEACHING LATIN TO MEDICAL STUDENTS DURING THEIR PROFESSIONAL EDUCATION BASED ON COMPETENCY APPROACH

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Tayanch so'zlar: kasbga yo'naltirilgan ta'lim, talabalar universitetlar, tibbiyot mutaxassisliklari, lotin tili, kompetensiyaga asoslangan yondashuv.

Ключевые слова: профессиональное образование, студенты вузов, студенты-медики, латинский язык, компетентный подход.

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. The specificity of the target, content and control-evaluative components of professionally oriented teaching of students of medical specialties in Latin is revealed.

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, because of which higher education should become a significant criterion of success and prospects for young people.

The need to implement a competency-based approach in the process of mastering foreign language professional knowledge, skills and abilities gives rise to the problem of finding effective methods and means of teaching students the Latin language.

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 students' 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 interlinguas integration.

This conclusion allows us to determine a number of priorities in the professionally oriented education of students 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) 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) 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 basis for determining the goals and objectives of a professionally oriented Latin language course for students of medical specialties are the competencies and their components presented in the Federal State Educational Standard in the specialties of the group «Health care and medical sciences» .

Taking into account the general cultural and professional competencies, we concluded that the general goals of professionally oriented teaching of the Latin language are aimed at developing personal characteristics in students of medical specialties that ensure the ability and readiness to:

- carry out self-improvement;

- use in practice the Latin language in various types of professional activities;
- to form a systematic approach to the analysis of medical information in Latin in order to improve professional activities;
- activate the potential of the Latin language in order to obtain professionally significant scientific and medical information from a variety of domestic and foreign sources to get acquainted with the directions scientific research and implementation of logical and reasoned analysis, critical evaluation of the information received in the process of preparation scientific work.

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 is carried in the process of performing tasks of various levels. Thus, in our opinion professionally oriented training of students of medical specialties in Latin is 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 came to the conclusion 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;

- elements of Latin grammar necessary for understanding and forming medical terms, writing and translating prescriptions;
- principles of creation of international nomenclatures in Latin;
- basic medical and pharmaceutical terminology in Latin;
- typological features of terms in sections of medical terminology;
- 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.

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 is determined 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 are aimed at the rational distribution of time and increasing the efficiency of educational activities. Technologies for using web resources are aimed 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 aimed at comparing 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 is carried out 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.

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 come to the conclusion 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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РЕЗЮМЕ

Ushbu maqola tibbiyot mutaxassisliklari talabalarini lotin tilida kasbiy yo'naltirilgan o'qitishning maqsadli, mazmuni va nazorat-baholash tarkibiy qismlarining o'ziga xos xususiyatlarini o'rganishga bag'ishlangan bo'lib, bu kompetentsiyaga asoslangan yondashuv nuqtai nazaridan muhimdir. Tadqiqotning vazifalari psixologik, pedagogik, ilmiy, uslubiy va maxsus adabiyotlarni o'rganish jarayonida hal qilindi; tarbiyaviy ish tajribasini tahlil qilish va umumlashtirish.

РЕЗЮМЕ

Данная статья посвящена изучению специфики целевого, содержательного и контрольно-оценочного компонентов профессионально-ориентированного обучения студентов медицинских специальностей латинскому языку, что является значимым с точки зрения компетентностного подхода. Задачи исследования решались в процессе изучения психолого-педагогической, научной, методической и специальной литературы; анализ и обобщение опыта воспитательной работы.

SUMMARY

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.