

НАПРЯМ 10. ІНТЕГРАЦІЯ ІНОЗЕМНИХ МОВ У ВИЩУ ОСВІТУ ТА МЕДІЙНИЙ ПРОСТІР ЯК СТРАТЕГІЧНИЙ ВЕКТОР МІЖНАРОДНОЇ СПІВПРАЦІ У ВІДБУДОВІ УКРАЇНИ

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LATIN LANGUAGE IN MEDICAL EDUCATION: THE TRADITION WORKING ON UKRAINIAN FUTURE

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Special importance in the development of Ukrainian future is the training of highly qualified medical specialists capable of working both in the conditions of martial law, international cooperation and globalization of the information environment. A key element of this training is the Latin language, which is the traditional basis of scientific terminology and additionally functions as a kind of universal language code of medicine. Since, the discipline “Latin language and medical terminology” has close interdisciplinary ties with anatomy, pharmacology, biology and clinical subjects, which contributes to the formation of professional competence of future doctors [4, p. 43].

Higher medical education applicants come across Latin language already in the first year of study. Starting with it, the introduction to professional terminology begins. Names of organs, diagnoses, medicines, medical procedures – a significant part of this vocabulary is of Latin and Greek origin, for example: *cor* (heart), *pulmo* (lung), *diagnosis* (diagnosis), *musculus biceps* (biceps), *ovariotomy* (surgical ovarian dissection), *fractura costae* (rib fracture), *insufficiencia cordis* (heart failure), *morbus chronicus* (chronic disease), *oleum Olivarum* (olive oil), *sirupus Aloës cum Ferro* (Aloe Vera syrup with Iron), *hypnotherapia* (hypnotherapy), *euthanasia* (euthanasia), etc. [3]. Therefore,

studying the structure of Latin terms, as well as their Greek doublets, helps students analyze and create new terms:

- *neurologia* → *neuro* (nerve) + *logia* (science);
- *dermatitis* → *derma* (skin) + *itis* (inflammation), etc. [3].

Consequently, Latin language forms in students the ability to morphologically analyze terms, which is an important component of professional competence. Understanding the structure of such terms helps students to learn faster compound medical terms and confidently navigate professional literature. In addition, Latin language contributes to the development of the future doctors' linguistic culture, forms the accuracy of statements and professional responsibility in the terminology use.

The modern methodology of teaching Latin in Ukrainian medical schools is focused on the use of active and interactive teaching methods, which contribute to increasing students' motivation and development of practical skills [1, p. 26]. One of them is *case-based learning*: students are offered real or simulated situations using Latin terminology (moreover students can work both independently and in teams – *team-based learning*). For instance:

- analyse the diagnosis *fractura femoris dextri et contusio thoracis*: students should translate terms, determine grammatical forms and formulate a diagnosis in Ukrainian. This method helps to combine philological knowledge with future professional activity;

- method of terminological analysis: analysis of compound medical terms *gastroenterologia*, *cardiomyopathia*, *hyperglycaemia*. Students identify prefixes, roots, suffixes; translate into Ukrainian, suggest and form similar terms.

Modern research by Ukrainian scientists emphasizes that interactive methods of teaching Latin, in particular *case-based learning* and *team-based learning*, increase students' motivation and contribute to more effective acquisition of medical terminology [1, p. 27].

Therefore, Latin ceases to be only a theoretical discipline and turns into a practical tool of professional communication.

In the context of the reconstruction of Ukraine, international cooperation acquires special significance. Ukrainian medical schools actively participate in academic mobility programs and international joint research. In that context Latin language serves as a universal terminological base, allowing the use of Latin terms (such as *anamnesis vitae*, *anamnesis morbi*, *diagnosis differentialis*, *status localis*, *status praesens*, etc.) and work more freely with international medical protocols, conduct joint research, etc.

Thus, the conducted analysis shows that the Latin language in Ukrainian higher medical education performs much broader functions than traditionally seen: it is not just an academic discipline, but an element of future doctors training, which contributes to the effective acquisition of complex professional vocabulary, ensures the formation of terminological competence and high language culture [2, p. 13]. The use of active learning methods, in particular case method, terminological analysis, and interactive approaches, transforms the process of

learning Latin from theoretical to practical, which significantly increases the students' motivation.

In the context of current challenges related to the reconstruction of Ukraine, Latin language is taking on importance as a universal tool of professional communication. It ensures the unification of medical terminology in international scientific and educational projects.

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ІНТЕГРАЦІЯ АНГЛІЙСЬКОЇ МОВИ У ПРОФЕСІЙНУ ПІДГОТОВКУ СТУДЕНТІВ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ У КОНТЕКСТІ ВІДБУДОВИ УКРАЇНИ

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Сучасний етап розвитку України характеризується масштабними трансформаційними процесами, зумовленими як європейською