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## USING INTERACTIVE METHODS IN TEACHING LATIN TERMINOLOGY

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**Abstract:** This article examines the theoretical and practical objectives of a module using new pedagogical teaching technologies in Latin classes. The purpose of the study is to analyze the existing Moodle and Hemis distance learning systems for practical application in Latin language teaching. To explore the theoretical and practical objectives of the module using new pedagogical teaching technologies in Latin language classes when studying "Degrees of Comparison Formed from Different Stems," as well as to develop an electronic learning module and suggestions and conclusions for improving the teaching methods

**Key words:** distance learning, new pedagogical technologies, innovative methods, electronic learning module

## LOTIN TILI TERMINOLOGIYASINI O'QITISHDA INTERFAOL USULLARDAN FOYDALANISH.

**Annotatsiya:** Ushbu maqolada lotin tili darslarida yangi pedagogik o'qitish texnologiyalaridan foydalangan holda modulning nazariy va amaliy vazifalari ko'rib chiqiladi. Tadqiqotning maqsadi lotin tilini o'qitishda amaliy qo'llash uchun mavjud Moodle va Hemis masofaviy ta'lim tizimlarini tahlil qilishdan iborat. Lotin tili darslarida "Turli o'zaklardan shakllangan qiyoslash darajalari"ni o'rganishda yangi pedagogik o'qitish texnologiyalaridan foydalangan holda modulning nazariy va amaliy vazifalarini o'rganish, shuningdek, elektron o'quv modulini ishlab chiqish va o'qitish uslublarini takomillashtirish bo'yicha taklif va xulosalar ishlab chiqish.

**Kalit so'zlar:** masofaviy ta'lim, yangi pedagogik texnologiyalar, innovatsion usullar, elektron ta'lim moduli

## ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫЕ МЕТОДЫ В ОБУЧЕНИЕ ПРЕПОДАВАНИИ ЛАТИНСКОГО ЯЗЫКА.

**Аннотация:** В данной статье рассматриваются теоретические и практические цели модуля, использующего новые педагогические технологии обучения на уроках латыни. Цель исследования – анализ существующих систем дистанционного обучения Moodle и Hemis для практического применения в преподавании латыни. Также рассматривается вопрос о теоретических и практических целях модуля, использующего новые педагогические технологии обучения на уроках латыни при изучении темы «Степени сравнения, сформированные из разных основ», а также разработка электронного учебного модуля и предложения и выводы по улучшению методов обучения.

**Ключевые слова:** дистанционное обучение, новые педагогические технологии, инновационные методы, электронный учебный модуль

**Introduction:** In recent years, the Republic of Uzbekistan has been actively implementing reforms in education and science, including higher education, where, in particular, new technologies and standards are being gradually introduced, as evidenced by the recently adopted resolutions and concepts. Decree No. PP-4623 of the President of the Republic of Uzbekistan "On measures for the further development of pedagogical education" dated February 27, 2020, emphasizes that one of the priority areas in this area is "the training of professional teaching staff who have thoroughly mastered teaching and training methods, information and communication technologies, and foreign languages, and possess the skills to apply modern pedagogical technologies in the educational process." Are teachers prepared to use digital platforms and services in the educational process?

- Firstly, this determines the relevance of this study.

- Secondly, how can teacher-student interaction be organized remotely using distance technologies while maintaining the meaningfulness of educational content?

Due to the threat of the spread of coronavirus infection, all higher education institutions in the country have switched to distance learning. The transition to distance learning was a necessary measure that forced a rapid restructuring of the entire educational process. This abrupt transition to a new form of education has raised a number of questions for university professors:

**The main objectives of the study are as follows:** - to study priority areas for the development of Latin language teaching and the use of new pedagogical technologies remotely;

- to provide an overview of innovations and best international practices in the study of the superlative degree of adjectives;

- to reveal the essence of the content of the Latin language course for medical students;

- to prepare the development of an electronic learning module;

- to develop proposals and recommendations for improving the teaching methods for the topic "Superlative Degree of Adjectives. Degrees of Comparison Formed from Different Stems."

The practical significance of this study lies in the fact that the developed principle of using new pedagogical technologies in the classroom teaching of the module "Superlative Degrees of Adjectives. Degrees of Comparison Formed from Different Stems" can be used in teaching students of all majors at medical universities. The main results of the study can be included in the content of advanced training for administrators and faculty of educational institutions in the Republic of Uzbekistan, as well as as supporting material for teaching Latin at a medical university.

**Methods and materials:** What is distance learning? There are many definitions of this phenomenon, but its essence is that in the educational system, teacher and student are separated by a physical space, which is bridged through communication using appropriate technologies. Distance learning is not synonymous with correspondence learning, as it involves constant contact with the instructor and other students, simulating all types of in-person learning, but in specific formats. Distance learning (DL) is a form of education, similar to full-time and part-time education, in which the educational process utilizes the best traditional and innovative teaching methods, tools, and forms based on computer and telecommunications technologies. The educational process in DL is based on the focused and supervised, intensive, independent work

of the student, who can study in a convenient location, according to an individual schedule, with a set of specialized learning tools and an agreed-upon opportunity to contact the instructor by phone, email, regular mail, and in person.

### **FEATURES OF DISTANCE LEARNING**

**Flexibility:** Students generally do not attend regular classes such as lectures or seminars. Each student can study as long as they personally need to master the course, subject, and gain the necessary knowledge in their chosen specialty.

**Modularity:** Distance learning programs are based on a modular principle. Each individual discipline or series of disciplines mastered by the student provides a holistic understanding of a specific subject area. This allows for a curriculum to be created from a set of independent courses that meets individual or group needs.

**Concurrency:** Training can be conducted while combining primary professional activity with studies, i.e. "without interrupting work"

**Long-distance:** The distance from the student's location to the educational institution (provided there is high-quality communication) is not an obstacle to an effective educational process.

**Asynchronous:** This refers to the fact that during the learning process, the teacher and student can implement teaching and learning technologies independently in time, i.e., according to a convenient schedule and at a comfortable pace for each.

**Coverage:** This feature is sometimes called "massiveness." The number of students in a LMS is not a critical parameter. They have access to multiple sources of educational information (electronic libraries, databases), and can also communicate with each other and with the teacher via communication networks or other IT tools.

**Teacher:** This is a new role for the teacher, one that encompasses functions such as coordinating the learning process, adjusting the course taught, providing advice, managing educational projects, and so on. Interaction with students is primarily asynchronous, via email or messaging systems. In-person contact is also permitted and encouraged.

**Learner:** More precisely, the new role of the learner, or, as is more commonly known in the distance learning system, the listener. Completing distance learning requires exceptional self-organization, hard work, and a certain starting level of education.

Distance learning is one of the new methods. Until recently, this form was not widely used in language teaching. When discussing distance learning methods, we should first consider the program's content and methodology. We must consider that teaching Latin at a distance must be built on a special foundation, as students are not only imparted with existing knowledge but are also encouraged to acquire knowledge through learning and cognitive activity. At the same time, we must not forget the principle of novelty in language learning. For example, greater use should be made of texts with different content, even if based on the same material. This eliminates memorization and promotes the development of verbal skills. Although distance learning differs from other methods, its methodological principles are similar to those of other methods, as the principle of communicativeness serves as the foundation for all of them. In other words, we must remember that "communication is the best way to learn communication."

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### **DEGREE OF COMPARATIVE FORMATION FROM DIFFERENT STEMS**

The superlative degree (except for adjectives ending in -er) is formed from a positive stem by adding the suffix -issim- and gender endings: -us (m), -a (f), -um (n).

Positive stem + Suffix + Gender endings

degree

long-(longus,a,um) + -issim + us (m), -a (f), -um (n)

longissimus – the longest, longest, -ee

longissima – the longest, -ee

longissimum – the longest, longest, -ee

These adjectives are declined according to the first and second declensions, just like adjectives of the first group, i.e. In the genitive singular, the masculine and neuter endings end in -i, while the feminine ending ends in -ae.

The superlative ending in -er is formed by adding the suffix -rim and the gender endings -us, -a, and -um to the nominative form. Masculine adjectives in the positive degree.

Nom.sing.m.r. Suffix Gender endings

adj. ending in -er + -rim + us (m), -a (f), -um (n)

pos.degrees

ruber (m) ruberrimus

rubra (f) - rim ruberrima

rubrum (n) ruberrimum

### **DEGREE OF COMPARATIVE FORMATION FROM DIFFERENT STEMS:**

Some adjectives have degrees of comparison formed from different stems. Positive Degree Comparative Degree Superlative Degree

magnus, a, um major, jus maximus, a, um

parvus, a, um minor, us minimus, a, um

Superlative degree of the adjective superior: ius – upper, supremus, a, um – highest.

Note: The adjectives maximus, a, um, and supremus, a, um, are sometimes translated identically - highest.

Superlative adjectives agree with nouns according to the general agreement rule, e.g.: musculus longissimus – longest muscle ,

linea longissima – longest line

**EXCEPTIONS TO THE RULES:** Note the following: superlative adjectives are rendered by the Russian equivalents big/small in three anatomical terms:

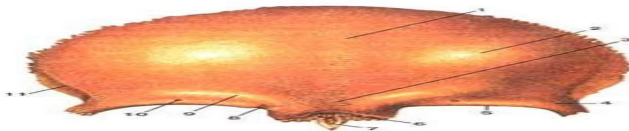
Muscūlus glutaeus maxīmus – gluteus maximus

Muscūlus glutaeus minīmus – gluteus minimus

Muscūlus adductor minīmus – adductor minimus

### **WORKING ON THE TEXT SKULL BONES - OS OCCIPITALE**

The os occipitale form the posterior and inferior walls of the cranium, simultaneously participating in the vault. The foramen magnum is located at the base of the skull and its base. As a mixed bone, it ossifies both as a covering bone and as a covering bone, both on the connective tissue and on the cartilage. In humans, it is the result of the fusion of several bones that exist independently in some animals. Therefore, it consists of separately formed parts that fuse into a single bone only at the age of 3-6 years. These parts, which close the foramen magnum, are the following: the pars basilaris in front, the lateral parts on the sides, and the squama occipitalis behind. The squama occipitalis, as a covering bone, has the appearance of a plate, convex on the outside and concave on the inside. Thus, in the center of the outer surface is the protuberantia occipitalis externa. From the protuberance, a curved line runs laterally on each side—the linea nuchae superior. A little higher up is the less noticeable linea nuchae suprema. From the occipital protuberance down to the posterior edge of the foramen magnum, the crista occipitalis externa runs along the midline. The sharper lower half of the longitudinal ridge is called the crista occipitalis interna. The upper half and both halves are provided with well-defined sulci: the sulcus sinus sagittalis superioris and the sulcus sinus transversi.



1-frontal squama (squama frontalis), 2-frontal tubercle (tuber frontale), 3-glabella (glabella), 4-zygomatic process (processus zygomaticus), 5-supraorbital margin (margo supraorbitalis), 6-nasal part (of the frontal bone) (pars nasalis), 7-nasal spine (spina nasalis), 8-frontal notch (incisura frontalis), 9-supraorbital arch (arcus superciliares), 10-supraorbital foramen (foramen supraorbitalis), 11-temporal line (linea temporalis)

**Conclusion:** The relevance of this work was determined by the need to enhance the educational and pedagogical effect in teaching Latin, taking into account the professional component. While working on this problem, we concluded that teaching Latin to medical students would be more effective if the content included a professional component that reflects the students' difficulties in mastering Latin. Thus, innovative technologies and interactive teaching methods offer new opportunities, primarily related to fostering interpersonal interaction through external dialogue during the learning process. Students in a group develop specific interpersonal relationships, and the success of their academic performance largely depends on these relationships. Skillfully organizing student interaction based on the educational material can become a powerful factor in improving the overall effectiveness of the educational process.

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