AN INTEGRATED CLINICAL TERMINOLOGICAL MODEL FOR OPTIMIZING LATIN LANGUAGE TEACHING IN MEDICAL EDUCATION

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Abstract

The article examines contemporary directions for improving Latin language teaching methodology in medical universities within the context of modern professional medical education. The study substantiates the need to move from the traditional grammar-translation model toward a clinically oriented, terminological, and interdisciplinary approach aimed at forming professional terminological competence in future physicians. Particular attention is paid to the integration of Latin with anatomy, histology, pathological anatomy, and clinical disciplines; the use of morphostructural analysis of medical terms; situational-task-based learning; digital and multimedia technologies; and modular course organization. The results of a pedagogical experiment confirm that the integrated model significantly improves students' terminological competence, analytical thinking, and professional communication skills.

Keywords

Latin language, medical education, terminological competence, clinical orientation, interdisciplinary integration, professional communication, digital educational technologies.

Introduction. Modern medical education is characterized by the integration of fundamental and clinical disciplines, practical orientation, and competency-based training. In this context, Latin plays a crucial role as the foundation of medical terminology. However, traditional grammar-translation teaching methods dominate in many medical universities. These approaches focus primarily on formal linguistic exercises and isolated vocabulary memorization, which insufficiently support the development of professional terminological skills required in clinical and scientific contexts. Therefore, there is a need to develop a methodology that integrates morphostructural analysis, clinical orientation, and interdisciplinary connections to enhance professional competence. The aim of this study is to substantiate and systematize modern approaches to improving Latin language teaching in medical universities based on clinical, interdisciplinary, and competency-based principles.

Interdisciplinary Integration of Latin with Morphological and Clinical Disciplines. One of the key directions for methodological improvement is interdisciplinary integration. Medical terminology reflects morphological, physiological, and pathological characteristics of the human body. Therefore, Latin teaching should be synchronized with anatomy, histology, and pathological anatomy modules. Latin terms such as *tunica mucosa ventriculi*, *parenchyma hepatis*, *cortex renalis*, and *myocardium ventriculi sinistri* are studied alongside real anatomical and histological structures. The use of atlases, microscopic preparations, and digital visualization tools strengthens spatial understanding and links terminology to real biological objects. Such integration transforms terminology from a linguistic element into a cognitive instrument for scientific reasoning and prepares students for clinical terminology acquisition.

Materials and Methods. The pedagogical study involved 124 first-year medical students divided into control (n = 62) and experimental (n = 62) groups. The control group studied Latin using traditional grammar-translation methods, while the experimental group followed an integrated methodology based on:

- morphostructural analysis,
- clinical-terminological approach,
- situational-task-based learning,
- interdisciplinary integration,
- digital and multimedia tools.

Diagnostic indicators included level of terminological competence, ability to perform morphostructural analysis, interpretation of clinical and anatomical terms, professional communication skills. Statistical methods were applied to evaluate results.

Content and Organization of the Integrated Methodology

Morphostructural analysis served as the core methodological element. Students analyzed prefix, root, and suffix components of terms such as *hepatomegalia*, *cardiomyopathia*, *hyperplasia*, and *hypoglycaemia*, identifying connections between word structure and pathological processes.

Clinical-Oriented Situational Tasks;Clinical cases were used to construct diagnostic formulations such as *insufficientia respiratoria acuta*, *appendicitis acuta*, and *nephritis interstitialis*. This approach develops clinical reasoning and the ability to apply terminology in professional contexts.

Digital and Multimedia Technologies: Electronic atlases and 3D models of structures such as *cor*, *hepar*, *ren*, and *cerebrum* enhanced visualization and comprehension. Digital tools significantly improved conceptual understanding and spatial representation.

Terminological Competence Development:Students worked with universal pathological categories such as *neoplasma malignum*, *necrosis ischaemica*, and *hypertrophia myocardii*. This systematic work strengthened understanding of medical nomenclature principles.

Professional Communication Skills:Group discussions and oral analysis of expressions such as *status post infarctum myocardii* and *insufficientia renalis chronica* developed scientific reasoning and professional communication abilities.

Modular Organization:The course was structured according to organ systems: *systema digestorium*, *systema respiratorium*, *systema cardiovasculare*, etc., ensuring logical progression and objective assessment of learning outcomes.

Results. The experimental group demonstrated statistically significant improvement across all indicators:

- Morphostructural analysis skills increased from 49.2% to 82.6%.
- Correct formation and interpretation of clinical terminology increased from 44.8% to 79.3%.
- Professional communication skills improved from 41.5% to 75.1%.

Students showed higher levels of independent interpretation of new medical terms and stronger integration of Latin terminology in anatomy and clinical studies.

Conclusion. The integrated methodology combining morphostructural analysis, clinical orientation, interdisciplinary integration, situational learning, digital technologies, and modular organization significantly enhances terminological competence in medical students.

This approach promotes analytical and clinical thinking, strengthens professional medical language formation, and increases students' readiness for clinical and research activities.

The proposed model can be recommended for implementation in medical universities as an effective strategy for improving professionally oriented Latin language education.

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