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## THE LATIN LANGUAGE SIGNIFICANCE IN THE TERMINOLOGICAL COMPETENCE FORMATION OF FUTURE DOCTORS

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## РОЛЬ ЛАТИНСЬКОЇ МОВИ У ФОРМУВАННІ ТЕРМІНОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ МЕДИКІВ

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The article describes formation of terminological competence as the compulsory component of speech culture of future specialists as the central problem of modern professional medical education; also the significance of Latin in learning of anatomical and histological, pharmaceutical and clinical terms is shown herewith as well as studying and understanding of these terms are proved to improve the level of professional communication of future physicians.

У статті проаналізовано одну з центральних проблем сучасної професійної медичної освіти – формування термінологічної компетентності як обов'язкового складника мовленнєвої культури майбутніх фахівців. З'ясовано роль латинської мови при вивченні анатомічно-гістологічних, фармацевтичних та клінічних термінів, опрацювання і засвоєння яких підвищить рівень професійного спілкування майбутніх медиків.

**Introduction.** Highly educated people play very important role in the process of state development especially now, when Ukraine is on the stage of state and spiritual revival. Formation of terminological competence of medical specialists during their university training and defining the importance of Latin within this process is one of the important issues of modern education.

The said problem arises out of the considerable increase of attention to the quality of university training of future medical specialists and the situation on the market of medical services in Ukraine. Therefore, the task of the institutions of higher education is to prepare specialists of new generation: highly qualified, competent, educated, with good competence both in mother tongue and foreign language; with ability to render to future specialists immaculate knowledge of professional terminology.

The issues of professional training of future specialists in the context of personally oriented education has been investigated in the researches of many scholars, namely G. Ball, V. Rybalka; formation of terminological competence was also researched by D. BObova, Z. Gyrych, N. Golub, G. Onufrienko, I. Drozdova, M. Guts, Ya. Yanush; and the specific issues of medical education for students

were also studied by V. Moskalenko, O. Volosovets, O. Andriychuk, Ya. Kmit.

The problem of competent leading of the educational process while studying Latin at the institutions of higher education is not of novelty. Since long time ago the linguists have been pointing to the necessity to approach the study of Latin in medical universities to the professional demands and needs of future specialists [1]. However, in the current conditions of social development the actuality of the problem of preparing a modern professionally competed specialist increases, since professional competence requires extended professional development, creative and interacting potential.

The issue of mastering a professional language closely linked to teaching Latin in medical universities has been much researched lately. It proves the importance of the said topic and contributes to the attempts to rise the efficiency of studying Latin in the framework of university education for medical students and, therefore, to improve their competence in medical terminology. The good level of terminological competence is important for delivering high standard medical services, so insufficient attention to this topic stipulates the *importance* of this research.

**Main part.** *The objective of the research* is to investigate the role of Latin in shaping communicative

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and terminological competence of future health professionals. With account to the above objective we set the next tasks: to analyze terminological competence as one of the central issues of modern medical education; to estimate the importance of knowing Latin at studying anatomical, histological, pharmaceutical and clinical terms mastering of which is supposed to raise the level of professional communication of future health specialist.

The notion *competence* often refers to a respected and experienced professional with erudition in many aspects of life. However, nowadays competence is not limited to its cognitive component, but also includes motivational, ethical, social, and behavioral elements. Referring to the above one is believed to be competent when one is mentally ready to a certain professional activity and is good at problem solution, responsible and professionally confident, as well as owns necessary skills and knowledge for task implementation [2]. Professional competence is taken as an integrated idea that includes certain characteristics required for personal readiness to act as a high level professional, to take managerial decisions, to maintain corporal code and interpersonal communication [3]. Competence is also recognized as professional excellence, intention for professional development, skills and knowledge update. That explains why the terms *professional competence* and *professionalism* are synonymous.

The scholarly literature suggests various ratings of professional competence including common cultural, educational, informative, communicative, social, self perfecting (according to A. Khutorsky); speech, linguistic, pragmatic, figural, sociolinguistic, terminological (according to M. Pentyliuk). Fluency in terminology is a guarantee of successful professional communication. Therefore, we distinguish terminological competence as one of the main components of professional and communicative competence.

*Professional and communicative competence* of specialists implies the ability to easily and successfully apply the acquired knowledge and skills in various work aspects, in particular communicative elements. The necessity of implementing of acquired skills and knowledge in professional activity is mandatory according to Klymova, otherwise the realization of competitive paradigm in modern education is impossible [4]. Following Klumova's research terminological competence implies the ability of linguistically adequate and precise use of professional terms [5]. *Terminological competence* of future health professionals means correct and effortless

use of medical terminology in various occasions of professional communication.

Lately many scholars stress on the issue of humanization of university education. The said concerns also referred to raising professional competence of upcoming health specialists. The said problem may be solved provided the whole curriculum of medical universities is clearly fit to the occupational aspect. Latin occupies an important role in this process, namely assimilation of anatomical, histological, pharmaceutical and clinical terminology.

It is known that terminological lexis occupies a considerable place in Ukrainian vocabulary. Terminological vocabulary reflects the development of scientific lexis in social dimension, therefore the development of science on the whole. Terminology is a certain barometer that defines the level of professional education [6].

Defining the place of the Latin language in the process of shaping terminological competence of health professional is an important issue in modern education. No doubt, mastering Latin medical terminology is very important since it gives a start to the occupational competence of a future physician.

For many centuries Latin has been playing an important role in the cultural development of Western Europe. It was the formal language used for concluding political treaties. Before the nineteenth century scientists used Latin for their research publications, Latin was used for teaching almost all the educational subjects at schools and universities, medical ones in particular. The importance of Latin within system of medical education may be rendered by the next statement: "In via est in medicina via sine lingua Latina" ("No go in medicine with no Latin").

Today the basics of Latin grammar, special vocabulary and the basics of Greek and Latin word formation contributes to professional terminological competence of a specialist as well as raises his or her professional prestige. The medical education of the twenty-first century is impossible without knowing the basics of diverse and constantly growing and updating terminology. Latin names for healthcare products are used as official names in many national pharmacopeias, also International Pharmacopeia (Pharmacopoea Internationalis) and Publications of World Healthcare Organization. In Ukraine Latin is used for prescriptions. Latin and Greek are the structural matter and main source for generation and updating terminological systems in various sciences, including medicine [7]. New medical products and scientific discoveries receive their names from the extended

amount of international Greek-Latin terminological elements. Latin attracts with its laconism (multiworded Ukrainian terms may be rendered with a single word: eg. live extract of affected tissue for microscopic examination is called 'biopsia'; inflammation of joint or some of its elements is 'arthritis'). The perfectness of its morphological structure and its lexical affluence and expression are also found appealing. Celebrated Roman orator and writer Cicero said: "Non tam praeclarum est scire Latine, quam turpe nescire" ("The shame of not knowing Latin is greater than the honor of knowing it").

Greek-Latin term system is a linguistic basis for medicine. Modern requirements for training healthcare and pharmaceutical specialists include knowledge and understanding of terminology of the chosen professional area, as well as mastering practical skills for working with international nomenclature [8]. Physician or pharmacist must correctly write and put special information in speech. They also must use professional language while communicating with colleagues, especially nowadays when doctors' and pharmacists' (Qualified Pharmaceutical Chemist) collaboration increases for providing more efficient medicinal treatment. Working with terminology helps to better understanding of special literature and contribute to improvement of professional

erudition [9]. The system of Greek and Latin names in anatomical, clinical, pharmaceutical, prophylactic and other areas accounts over 500 thousands of terms. Correct mastering of the healthcare concepts to be used in medical practice of future healthcare specialist is impossible without cogitated and reasoned learning of medical terminology. Comprehending medical terminology, defining word formation morphemes and understanding their meaning enables easy remembering and explaining of special terms, even by not knowing them but understanding their basic components and pharmaceutical frequency fractions.

Hence, learning Latin at modern medical universities and high schools aims at preparing professionals who would be able adequately and consciously use anatomical, histological, pharmaceutical and clinical Latin terminology on practice.

**Conclusions.** Latin is a single professional language for healthcare specialists from all over the world that defines its status proved by international codes. Therefore, providing quality assimilation of terminological Latin by university and high school students for shaping their language and professional competence is one of the priority tasks of modern education. The prospects of further study may be possible in studying methods of teaching Latin and medical terminology.

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