CULTURAL AND INTELLECTUAL DEVELOPMENT OF STUDENTS IN THE PROCESS OF LATIN LANGUAGE LEARNING

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Abstract *This article describes the peculiarities of teaching Latin, the theoretical and practical state of intellectual and cultural development of students in the process of teaching Latin. Based on the results of theoretical and empirical analysis, the author has developed proposals and recommendations to improve the quality of teaching Latin.*

Keywords: *Latin, teaching, student, intellect, culture, development, intercultural communication.*

I. Introduction.

The growing interest in culture and education as an integral part of it is due to the growing demands on the level of culture of education professionals to successfully operate in a rapidly changing, multifunctional, modern social space in the world; increasing importance of the spiritual and cultural basis of professional and communicative processes for development in all spheres of society; It should be noted that the cultural and artistic reality is developing in an extremely diverse and at the same time continuous flow of information, there is a need to establish, manage and support the process of cultural education of the younger generation.

Improving the pedagogical basis of in-depth and intensive study of Latin, which is important for medical science in the world and in Uzbekistan, the development of a conceptual model for the development of linguocultural culture in students, gnoseological and cultural resources of fundamental importance for students' understanding of past and present global cultural and historical processes through the improvement of processing technologies, the active establishment of international relations in the field of education and health -german group study of languages, regulatory and methodological support of the modernization of medical institutions of higher education in the curriculum development of the Latin language, cultural and intellectual capacity and technology plays an important role in improving the system.

I. Analytical material.

In the early twentieth century, the famous philologist F. Zelinsky created a series of lectures aimed at substantiating the culture of antiquity, including the need for the study of Latin for modern society. In particular, he emphasizes that although the purpose of teaching Latin at different stages was defined in relation to that period, its purpose was always to enrich the intellect and culture [1].

According to N. Katzman, the teaching of Latin in higher education allows to form the following competencies:
- broadening students' linguistic outlook;
- development of abstract grammatical thinking;
- Scientific approach to the study of native and foreign languages;
- General cultural and intellectual development of students through the study of ancient culture [2].

A. Podosinov stressed that the main goal of Latin language teaching is to form an individual learning strategy: "This open and relatively easy-to-learn language system creates a visual and convenient view of the organization of language learning in general and allows a conscious approach to learning any language in the world" [3].

E.Tsyvkunov emphasized the importance of interdisciplinary links between Latin and modern foreign languages for the formation of learning autonomy in students, and developed a methodology of teaching Latin, which "allows students to form learning autonomy, as well as linguistic competence in teaching English and Russian" [4].

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Based on the results of the analysis, it was concluded that the purpose of teaching Latin in the intellectual and cultural development of students should reflect the following components: practical, intellectual, cultural, educational, developmental.

The purpose of teaching Latin reflects the acquisition of grammar and vocabulary necessary for reading Latin texts using a dictionary. The significance of this goal is that other components can be realized through the study of Latin and grammar. Therefore, the study of Latin grammar and the focus on reading the works of ancient authors are effective when combined with practical experience. Because vocabulary and grammar are quickly forgotten without practice.

Teaching Latin, like learning other languages, reflects goals such as logical thinking, unity of imagination and consciousness, and the acceleration of thought processes. In the process of teaching Latin, future medical staff will have the opportunity to master medical terminology, to draw conclusions about the scope of application of any drug.

In the process of teaching Latin, students develop general cultural competence by getting acquainted with the masterpieces of ancient culture, mastering the history of the origin of terms used in the field of culture, understanding the roots of modern culture. Latin and ancient culture are the basis of European civilization, and the study of this language provides an opportunity to understand the influence of civilization in ancient Greece and Rome on religion, art and literature, to reflect the reflection of ancient mythology in modern literature.

The educational purpose of teaching Latin is determined by the moral harmony of the content of materials belonging to the ancient period. A short course in teaching Latin in medical higher education institutions does not allow for in-depth mastery of grammatical rules, but it is possible to build linguocultural competence in students through the study of medical materials of a cultural nature.

In the process of teaching Latin, students develop a developmental goal by memorizing concepts and aphorisms, strengthening memory by working on concepts and medical terms, creating cause-and-effect relationships between the laws of language. This goal plays an important role in the intellectual and cultural development of students and reflects the following aspects:

- to develop the ability to understand the nature of language, to determine the laws of language, to predict the relevance of content and decision-making;

- Expansion of the linguistic worldview, the development of abstract grammatical thinking and a scientific approach to the study of the native language and Latin;

- To understand the existence of Latin roots in the lexicon of European languages, to understand unfamiliar words based on previously known concepts;

- The influence of Latin on the grammatical structure of European languages;

- to understand the grammatical structure of a sentence without lexical knowledge, ie to prevent students from being attached to the dictionary;

- understand that the same lexical meaning is expressed in different ways in different languages;

- to develop a conscious approach to learning any language in the world.

Research methods and methodology

Diagnosis of the initial state of the level of intellectual and cultural development of students in the teaching of Latin was carried out on the basis of the following plan: Analysis of curricula and teaching materials on the subject "Latin and medical terminology"; determination of the level of intellectual and cultural development of students on the basis of research methods; evaluation of the effectiveness of intellectual and cultural development of students through extracurricular activities.

In medical higher education institutions, Latin and medical terminology are taught in the bachelor's degree in nursing, dentistry, medical work, pediatrics, medical biology, and medical prevention. The purpose of teaching this subject in the educational and normative documents is to teach students the basic concepts and categories of anatomical, clinical and pharmaceutical departments of medicine on the basis of grammatical laws and to develop skills for practical application.

Curriculum analysis shows that some teaching materials of a cultural nature are reflected only in independent educational topics: Latin wise sayings and aphorisms; ancient Roman culture; ancient Greek culture; History of the Olympic Games; Latin in modern languages (English, French); alchemy as an unusual phenomenon in medieval culture; history of the international medical emblem; religious medicine; Gaudeamus (Student Anthem); medicine and art; famous orators of ancient Rome; medicine in numismatics; medicine in monuments of Latin and Greek literature; Greek and Latin epigrams on medicine and health; the seven wonders of the world; ancient Roman writers; ancient Greek writers.

Analysis of curricula and teaching materials on the subject of "Latin language and medical terminology" and the observation of the educational process in medical higher education institutions show that there is almost no cultural content in the content of lessons. According to the information given, the phenomena and evidences of the culture of the ancient period are included only in the independent works of the students. The list of references in the program does not include sources on the cultural description of the subject.

The achievements of pedagogy show that the level of intellectual development of students is determined by the sum of knowledge and skills and mental actions formed in the process of their acquisition, with a certain reliance on them in the process of thinking, providing a certain level of new knowledge and skills. Information on the current state of the level of intellectual development of students was determined using special observation and psychological-pedagogical diagnostic methods.

Based on the theoretical material of the research, the following were identified as important qualities of intelligence:

- diligence;
- depth of mind;
- flexibility and adaptability of thought;
- logic of thought;
- Proof of opinion;
- critical thinking;
- scope of thinking.

These qualities, in turn, were defined as criteria for the intellectual development of students. For each criterion, indicators were identified to help assess the current state of intellectual development of students, and then quantitative data were obtained using tests and questionnaires.

I. Research results and effectively.

In the process of working with texts in Latin, students gain professional competence based on the analysis and comparison of data on geography and cultural studies. It is advisable to organize the process of working with texts on the basis of the following algorithmic sequence:

I. Incorporate information on linguocultural studies into the content of all stages of the study of Latin. This stage should reflect the following levels.

I degree - lexical. The process of thinking is developed by mastering the meaning of words. For example, the origin of the word "money" - pecunia from the word "animal" - pecus - suggests the relationship between commodity-money relations.

Level II - terminology. Cneltyns are terms that reflect different areas of ancient life in the reading process, terms of a socio-political nature (e.g. civitas, respublica, emperor, consul, princeps, patronus, cliens, triumphus, etc.), legal terms (jus, legislatio, advocatus, causa, judicium, etc.), religious (deus, augur, auspicia, templum, ara, pontifex, vestalis, etc.) art history (ars, pictor, columna, porticus, arcus, statua, simulacrum, etc.) .), literary (poem, versus, stylus, etc.), household (toga, tunica, schola, familia, matrona, matrimoniumi, etc.), natural-scientific (cella, solutio, nucleum, ferrum, reactio) , turbulentus, calculatio, factus, effectus, quantus, etc.) are familiar with terms related to the field.

Level III - Acquaintance and analysis of words of wisdom. Words of wisdom are related to a particular historical event, and in the process of interpreting them the student refers to cultural life, for example, the expression taboo ("clean board") implies a story about how to write on waxed boards using a stylus; duesexmachina ("god in the car") - about the Greek theater, its structure and dramatic principle; divideetimpera ("divide and rule") - about the imperial policy of Rome towards the state under it; veni, vidi, vici ("I came, I saw, I won") - about the famous episode in Caesar's struggle with the Potin king Farnak; sciomenihilscire ("I know I know nothing"); On the foundations of the philosophy of Socrates, and so on.

Based on these levels, it is advisable to organize the process of working with students on the text in the following way: the selection of materials on textual studies; categorization of topics; analysis of realities in the text; independent interpretation of new realities by students; memorizing wise words (aphorisms); reading and translating the original text; comparative analysis of ancient and national culture from a cultural and linguistic point of view.

It is also a good idea to provide students with a concept and reality-based algorithm when working with Latin texts. The idea that forms the basis of the text is selected as a concept, and then the specific concepts related to that idea are interpreted as separate reality. Here are some examples.

Topic: "Ancient Greek medicine"

Concept: medical schools, famous meditsinskie shkoly, znamenitye healers, type of medicine, types of hospitals, doctors, methods of treatment, medical instruments, exercise, sanitary equipment.

Realities: Schools of Medicine: Crete (700 BC), Kos (Hippocrates School), Alexandria (Egyptian influence); physicians: Hippocrates, Alkmeon, Aristotle, Empedocles, Theophrastus, Herophilus of Chalcedon, Erasistratus of Keos: types of medicine: temple (priests), folk medicine; types of hospitals: asclepeias in the pyramids, asclepeias of a continuous nature, yatreya salibs - a private hospital.

Basic concepts: asclepeia (derived from the name Asclepius), hygiene (medical sponsor Hygiea), treatment (therapy) (Panakeya); methods of treatment in ascleptions: a place with a favorable climate, tranquility, order, nutrition: fasting (abstinence from eating anything), prayer, music, worship of the blessings of the gods; dream interpretation; treatments: water treatment, massage, surgery; exercise: medical instruments: knives, lancets, needles, tongs, syringes,

spatulas, tubes, etc .; exercise: exercise, exercise, great attention to personal hygiene: scientific schools - rhodos, kiren, croton, knid, sicilian, cos;

Topic: "Medicine in ancient Rome"

Concept: historical chronology of the development of Roman medicine, medical institutions, medical staff, description of medical activities, famous physicians, sanitary facilities and activities.

Realities: kingdoms, republics, empires; the absence of qualified physicians in the monarchy - treatment with folk medicine: herbs, roots, fruits, decoctions, magic spells: the republican period: sanitary legislation (Table XII Law); construction of sanitary facilities; the emergence of qualified physicians; - construction of aqueducts (from Latin aqua - water, dictus - transfer); Construction of terms by Mark Agrip (III century BC); private and public (free) terms; rooms in terms: for sports (palaestira), dressing room (apoditerium), hot bath (caldarium), warm bath (tepidarium), cold bath (frigidsrium), pool (natitato), as well as halls for library, conversations, meetings, holidays; medical institutions: valetudinar (clinic) - military hospitals; sanitary facilities and measures: taps, pipes, baths, cemeteries in the city, decisions prohibiting the use of water from the Tiber River; medical staff: edils - officials supervising the conduct of sanitary measures; architects - chief physicians; famous physicians: Asclepiad, Cornelius Tsels, Soran Efessky.

Extracurricular activities play an important role in the intellectual and cultural development of students of medical higher education. The study concluded that intellectual play, educational project, and independent work were particularly effective in extracurricular activities.

In the evaluation-final stage of the experimental work, the test and questionnaire used in the substantiation stage were repeated, and the results of the beginning and end of the experiment were compared.

The results of the final experimental work showed that significant efficiency was achieved at the level of students' knowledge of Latin and natic culture (Table 1).

Table 1.
The developed level of cultural competence in the final stage of medical higher education students

Measurement	Control group (150 respondents)						Experimental group (167 respondents)					
	high		middle		low		high		middle		low	
	Before	Then	Before	Then	Before	Then	Before	Then	Before	Then	Before	then
Knowledge of artifacts, study of ancient cultural works	-	12	70	67	30	21	-	22	67	69	33	9
The uniqueness of the ancient Greek and Roman traditions	-	11	64	61	36	28	2	18	62	72	36	10
Knowledge of ancient culture: - Myths, gods, heroes - Authors of works of art and history - architecture, sculpture - Archaeological monuments	7 7 5 7	18 17 12 14	73 67 55 57	64 62 59 63	20 36 40 36	13 21 29 23	4 9 9 7	24 26 23	69 60 58 62	69 65 67	27 31 33 31	7 9 10
To be able to apply Latin language and ancient Greco-Roman culture in the study of medical sciences	15	23	58	59	27	18	13	34	56	67	31	9
Linguocultural analysis of personal culture	8	16	77	77	15	8	11	25	68	69	21	6
Use of linguocultural concepts of ancient culture in educational activities	9	26	74	65	17	9	9	36	75	56	16	8

II. Conclusion.

In the process of working with texts in Latin, students gain professional competence based on the analysis and comparison of data on geography and cultural studies. The process of working with texts should be organized on the basis of the following algorithmic sequence: lexical, terminological, acquaintance with and analysis of wise words.

Designing and planning the process of classroom and extracurricular activities on the basis of a clear algorithm in the teaching of Latin serves to increase the effectiveness of independent learning, self-development, self-realization, intellectual and cultural development of students as a whole..

1. Approaches to the study of Latin in medical higher education institutions and the intellectual and cultural development of students allow to clearly define the number of objects related to the content of ethnography in each lesson, systematic management of educational activities and successful mastering of cultural elements related to another language.

2. In the process of learning the Latin language, it is expedient to clearly define the topics of cultural studies, to systematize concepts and realities, to effectively design the area of   more important objects of activity in the intellectual and professional field.

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