Makhinova O.V., Semenikhina E.S., Proskurina O.I., Povalukhina D.A.
Integration of medical disciplines in a medical university

Voronezh State Medical University named after N. N. Burdenko
(Russia, Voronezh)

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Abstract

Latin language and basics of medical terminology is a discipline the study and mastering of which is closely interconnected with other disciplines. Learning Latin in medical school though is totally relevant and has its own specifics, as not the language is learned but its terminology. The lack of Latin terminology knowledge makes it impossible to master anatomy, histology pharmacology and other clinical disciplines.

Keywords: latin language and basics of medical terminology, anatomy, muscles, cross-subject integration.

Аннотация

Изучение и усвоение дисциплины «Латинский язык и основы медицинской терминологии» тесно взаимосвязано с другими меднауками. Изучение латыни в медицинском вузе имеет свою специфику, поскольку изучается не столько язык, сколько терминология. Отсутствие знаний по медицинской терминологии делает невозможным изучение анатомии, гистологии, фармакологии и других наук.

Ключевые слова: латинский язык и основы медицинской терминологии, анатомия, мышцы, интеграция.

RELEVANCE

Latin language in medical school is the language of the specialty, learning of which is an important preparation of the first year medical school students for practical mastery of professional disciplines.

Future doctors first of all need to have the knowledge of subject terminology, accurate use of terms. Latin language of terminology is used by medical school students at all stages of training: in normal anatomy classes, biology, histology- during the first year of training and later on at the department of pharmacology, clinical pharmacology and other clinical departments. Moreover, Latin language is one of the most important sources of borrowing vocabulary at all historical stages of the development of English language and the roots of Latin origin have the greatest share [1]. Thus, the study of Latin medical terminology will help students to master medical terminology in the English language classes.

AIM

The aim was to describe a cross-subject integration between the Latin language and anatomy studies in medical schools and specify the importance of learning the basics of medical terminology.

BACKGROUND

Terminological determination of the discipline “Latin language and basics of medical terminology” defines goals and tasks for every single lesson, considering educational issues and practical usage of Latin medical terms. In this connection the volume of grammar elements learnt has been minimized, but the learning of terminological aspects of the course has been expanded. Close attention is paid to anatomical terminology and its structure, formation rules and interpretation. According to the curriculum, teaching the new material in Latin goes way ahead with that of the material in anatomy. This mentioned above strategy is absolutely necessary in order to successfully master normal anatomy discipline.

Already at the first-second lesson there is an introduction to Latin alphabet, phonetics, students acquire correct pronunciation skills and reading Latin terminology. At the second-third

lesson- parts of speech such as noun and adjective are learned-their dictionary forms, grammatical categories and structures of anatomical terms. Having obtained the first required minimum of knowledge in Latin language, students consciously comprehend and use anatomical terms in normal anatomy.

For example, the eighth lesson in Latin language will be devoted to muscles' terminology, their function, peculiarities of their grammar structure and translation.

15 hours are devoted to the study of human muscles in normal anatomy class, but according to the curriculum, this learning takes place significantly later than in Latin classes. By that time students will have been familiarized with the basics of Latin grammar - they will have acquired the knowledge and skills in composing terms with muscle names according to their function and their interpretation. Such terms-phrases consist of 2 words: the first word used is "musculus", abbreviated in the anatomical literature as **m**, followed by 3rd declension masculine gender noun with the suffix **-or** or **-er** which specifies the muscle function. Categories of number and case of these two nouns always match. For example, "musculus buccinator, m. constrictor, m. supinator".

In most cases the names of muscles according to their function are translated into Russian language with the help of present tense participles: diverting muscle, lifting muscle, expanding muscle and so on. Less often - with the help of nouns: flexor, extensor. And even less often - with help of adjectives - masticatory, buccal. Some of the muscle names represent transliterates of Latin nouns (supinator, sphincter, pronator) and the word "muscle" in the Russian term is already omitted. As an exception of the rule in those terms it is necessary to remember the following: "the muscle that suspends duodenum" - musculus suspensorius duodeni. In this term- "suspensorius" is an adjective but according to the general rule it controls genitive case of the anatomical structure name. Variability of translation methods into Russian language is related to style and language factors.

In Latin multi-word term with the name of the muscle according to its function, the noun dependent on the name of the muscles always takes the form of genitive case (determiner) for example, musculus levator palpebrae (G.S.) the muscle that lifts the scapula is literally: the muscle lifter of what? of the eyelid; musculus constrictor pupillae (G.S.) medius - the middle constrictor of (what?) of the pupil. As we can see, in Russian term the name of the anatomical structure may not only take the form of genitive case but also of the accusative case. That is why, while translating it is necessary to remember about the "Rule of genitive case" in Latin terminology. Adjectives, specifying the size, shape, and muscle location as part of multi-word term are used at the end and should be agreed with the noun "musculus" in case, gender and number.

Having learned all the peculiarities, rules and the structure of anatomical term with the name of the muscles according to their function as well as lexical minimum on the given topic in normal anatomy classes, the students will be able to cope with the task remembering great number of muscle terms of the human faster and easier. In international anatomical nomenclature they are represented by not only simple nouns but also by compound adjectives (m. sternocleidomastoideus - sternocleidomastoid muscle, m. tempomandibularis - temporo-mandibular muscle, m. occipitofrontalis - the occipital-frontal muscle, m. bronchoesophageus - broncho-esophageal muscle), greek adjectives (m. mylohyoideus - maxilo-facial muscle, m. ischiococcygeus - sciatic-coccygeal muscle), adjectives describing muscle shape (m. deltoideus, m. arytenoideus, m. fusiformis, m. rhomboideus), compound terms in plural form (mm. transversospinales - transverse spinous muscle, mm. intercostales externi - external intercostal muscles, mm. levatores costarum breves - short muscles that lift the ribs).

CONCLUSION

Such an approach in learning the discipline "Latin language and the basics of medical terminology" (presentation of grammatical elements in combination with terminological minimum) depicts the specification of applied use of Latin language at the medical faculties (the study of not so much the language as its terminology) [2]. The structure and lexical-grammatical material of the

discipline provide increasing of the efficiency of mastering anatomical, clinical, pharmaceutical terminological word combinations and also confirm cross-subject integration in medical school.

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