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ULYANOVSK STATE UNIVERSITY
Faculty of Medicine
Department of General and Clinical Morphology

**GUIDELINES FOR INDIVIDUAL WORK OF STUDENTS
FOR THE DISCIPLINE «LATIN LANGUAGE»**

Specialty - 31.05.01 «General medicine»
Form of study: intramural

Developer:
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**Recommended by the Academic Council of the Institute of Medicine, Ecology and Physical Culture of Ulyanovsk State University
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Reviewer: candidate of biological sciences, associate Professor O. A. Mironcheva

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The manual is prepared in accordance with the working program of the discipline "Latin language". The structure includes guidelines for each topic studied according to the plan of extracurricular independent work. The manual is intended for students of the faculty of medicine, enrolled in specialties 31.05.01- General medicine.

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Explanatory note

Methodical recommendations are intended for the organization of independent work of students in extracurricular time during the development of the discipline "The Latin language". This discipline is part of the specialty program 31.05.01 Medical business.

Independent extracurricular work is planned within the framework of the curriculum activities of students, which is carried out on assignment, with the guidance and control of the teacher, but without direct participation.

The purpose of independent extracurricular work – mastering fundamental knowledge, professional skills, experience of creative, research activities, the development of independence, organization, creative approach to solving problems of educational and professional levels.

The objectives of the organization of independent extracurricular work is to:

- 1.Motivate students to learn the curriculum.
- 2.To broaden the horizons of students, to deepen their knowledge, to develop the skills of research activities, to show the elements of creativity.
- 3.Promote the development of General and professional competencies.
- 4.Create conditions for the formation of students ' ability to self-education, self-government and self-development.

For extracurricular study, questions are offered on topics the main material of which can not be sufficiently considered in the classroom.

At the first lecture, the teacher explains to students what extracurricular activities are, how to perform them, what to use when performing, how the completed tasks are evaluated.

Extracurricular tasks are performed to the appropriate final control.

In preparation for the practical lesson, students are invited to use the bibliographic list, the specified literature which is in the funds of the scientific library of ULSU or in the databases of electronic library systems.

Themes of the Individual work

Unit 1. ANATOMICAL TERMINOLOGY. HISTORY OF THE LATIN LANGUAGE

Topic1: Introduction. History of the Latin language and its place in the professional language of the physician. The main stages of development of medical terminology

The purpose of the lesson is to get acquainted with the topic "professional language of a doctor".

Lesson objectives –

- 1.Learn what is the term and terminology, scientific concept, system of concepts and term system.
- 2.To study the main linguistic sources of medical terminology, the place of Latin and Greek in the professional language of the doctor, a brief history of the Latin language, its role in the formation of European science and culture.
- 3.Know the main stages of development of medical terminology.

Questions on the topic:

- 1.What is the term and terminology?
- 2.What are the main sources of medical terminology?

3. What is the role of Latin in the professional language of the doctor.
4. What is the role of the Latin language in the formation of European literature and art?
5. What are the main stages of development of medical terminology.

Form of control: Oral communication.

Topic 2: Latin alphabet. Rules of reading. Stress

The purpose of the lesson is to get acquainted with Latin letters, their pronunciation, diphthongs, letter combinations and their pronunciation.

Lesson objectives –

Learn:

1. Latin alphabet.
2. The sounds and letters of the Latin language.
3. Features of pronunciation of some sounds.

Know:

1. Latin digraphs, pronunciation of the letter y, combination with the letter h, longitude and brevity of the syllable.
2. Rules of stress in Latin.

Questions on the topic:

1. What is a digraph? Call. How are they pronounced?
2. How is the letter y pronounced? Given example.
3. How are combinations with the letter h pronounced? Name these combinations. Given example.
4. What is the length and brevity of a syllable?
5. What are the rules of stress in Latin words?

Form of control: Reading Latin anatomical texts in the lesson-competition on the results of the study of the unit "Anatomical terminology".

Types of individual work of the student

Learning the alphabet, rules pronunciation of vowels, consonants, combinations, rules of setting emphases'. Performing of phonetic exercises.

Topic 3: The structure of the anatomical term. Grammatical categories of the Latin noun. Inconsistent definition

The purpose of the lesson is to learn how to determine the basis and declension of nouns and to form given forms; to learn how to make an inconsistent definition.

Lesson objectives –

1. Learn the grammatical categories of the Latin noun and the inconsistent definition.

Questions on the topic:

- 1.How many declensions does a Latin noun have?
- 2.How many cases are there in Latin?
- 3.Why is it important to know the endings of Genetivus singularis?
- 4.How is the sign of declination determined?
- 5.What is a "dictionary form"?
- 6.What is the expression of an inconsistent definition? Given example.

Form of control: Answers to the lesson-competition.

Types of individual work of the student

Learning vocabulary minimum, grammatical rules. Performing lexical and grammatical exercises.

Topic 4: Adjective

Estimated lesson time 1 hour

The purpose of the lesson-to get acquainted with the dictionary form of adjectives of group 1, the definition of the basis of the adjective, the coordination of adjectives with nouns in gender, number and case.

Lesson objectives –

- 1.Perform exercises to agree adjectives with nouns.

Questions on the topic:

- 1.How many declensions does a Latin adjective have?
- 2.What is the dictionary form of adjectives?
- 3.What are the principles of matching adjectives with nouns?
- 4.Why is the definition called "consistent"?
- 5.Name the endings of adjectives of the 1st and 2nd group in Nominativus, Genetivus singularis.

Form of control: Test tasks. Questions for a credit.

Types of individual work of the student

Learning vocabulary minimum, grammatical rules. Performing lexical and grammatical exercises.

Topic 5: Degrees of comparison of adjectives

The purpose of the lesson-to get acquainted with the three degrees of comparison of adjectives.

Lesson objectives –

- 1.To learn the basic form.
- 2.Know how to define the basis.

3. Learn the use of adjectives to a comparative degree in anatomical terminology.

Questions on the topic:

1. How is the comparative degree of adjectives formed?
2. To what declension are adjectives of comparative degree?
3. Which adjectives are comparatively the most common in anatomical terminology?
4. What is their place in the anatomical term?
5. What are the principles of matching adjectives to a comparative degree with nouns?
6. What is the suffix indicates the superlative degree?
7. What declensions are adjectives in the superlative degree?
8. What are examples of degrees of comparison of adjectives formed from different bases?

Form of control: Test tasks. Questions for a credit.

Types of individual work of the student

Learning vocabulary minimum, grammatical rules. Performing lexical and grammatical exercises.

Topic 6: Preliminary information about prefixes. Compound adjectives. The substantiation of adjectives

The purpose of the lesson-to get acquainted with the use of prefixes in Latin word formation.

Lesson objectives –

1. Know the use of prefixes in anatomical adjectives to clarify the topography of anatomical formations.
2. Learn the names of shells and intestines. (substantiation).

Questions to the topic:

1. What prefixes are used to clarify the topography of anatomical education?
2. What are the adjectives formed from two or three bases?
3. To indicate what anatomical formations they are used?
4. What is the word-formation structure of the anatomical term?
5. What is called substantiation?

Form of control: Test tasks. Answers to the lesson -competition for the unit of "Anatomical terminology".

Types of individual work of the student

Memorizing the lexical minimum. Memorizing prefixes. Performing lexical and grammatical exercises.

Topic 7: Anatomical and histological terminology in the first, second and third declensions

The purpose of the lesson – to know the signs and be able to determine the basis of nouns and adjectives in the first, second and third declensions.

Lesson objectives –

1.To perform the exercises on the coordination of adjectives with nouns 1st, 2nd and 3rd declensions.

Questions on the topic:

6.How do adjectives agree with nouns?

7.What is the sign of the 1st declension of nouns and adjectives?

8.What is the sign of the 2nd declension of nouns and adjectives?

9.How to determine the basis of nouns of the 3rd declension?

Form of control: Test tasks. Answers to the lesson- competition for the unit of "Anatomical terminology".

Types of individual work of the student

Learning vocabulary minimum, grammatical rules. Performing lexical and grammatical exercises.

Topic 8: Three types of declensions of nouns, adjectives, participles in the third declension

The purpose of the lesson-to know the features of the 3rd declension.

Lesson objectives –

1.Be able to determine the vowel, consonant, mixed types of nouns 3 declensions.

2.Learn adjectives, declensions and names of muscles by their function.

Questions on the topic:

1.What is the difference between vowel, consonant and mixed types of 3rd declension? Why is it necessary to know?

2.How to determine the type of nouns of the 3rd declension?

3.How to distinguish adjectives of one ending of the 3rd declension from nouns of the 3rd declension?

4.What is the specificity of the use of adjectives formed from different bases in medical terminology? Given example.

5.How are the names of muscles formed by their function?

6.In what case is a noun, dependent on the names of muscles by their function?

Form of control: Test tasks. Answers to the lesson- competition for the unit of "Anatomical terminology".

Types of individual work of the student

Learning vocabulary minimum, grammatical rules. Performing lexical and grammatical exercises.

Topic 9: Anatomical and histological terminology 4 and 5 declensions

The purpose of the lesson-to learn to determine the nouns 4 and 5 declensions.

Lesson objectives –

1. Remember the distinctive features of nouns 4 declensions, signs of the genus of nouns 4 and 5 declensions.

Questions on the topic:

1. Why is it important to be able to distinguish nouns of the 4th declension?

2. To name 10 nouns of the 4th declension of the masculine gender.

3. What is the sign of the gender of nouns of the 5th declension?

4. How do adjectives agree with nouns of the 4th and 5th declensions?

Form of control: Test tasks. Answers to the lesson -competition for the unit of "Anatomical terminology".

Types of individual work of the student

Learning vocabulary minimum, grammatical rules. Performing lexical and grammatical exercises.

Topic 10: Nominative and genitive plural nouns and adjectives

The purpose of the lesson – to learn the formation of nominative genitive forms.

Lesson objectives –

1. Learn exceptions to the rules about gender.

2. Know the features of declension of nouns and adjectives 3 declension, the rules of the neuter gender, the plural endings of the nominative and genitive cases.

Form of control: Test tasks. Answers to the lesson -competition for the unit of "Anatomical terminology".

Types of individual work of the student

Learning vocabulary minimum, grammatical rules. Performing lexical and grammatical exercises.

Unit 2. CLINICAL TERMINOLOGY

Topic 11: Structure of a clinical term . Methods of word formation

The purpose of the lesson-to know the features of word formation in clinical terminology.

Lesson objectives –

1. To understand the morphemic composition and word-forming structure of the word, term elements.

Questions on the topic

1. What is the morphemic composition and word-formation structure of the word?

2. Name the types of morphemes.
3. What is called a term element?
4. What is the word-forming element of a derived word?
5. What is called the frequency root element?
6. How do you understand "terminological word formation in clinical terminology"?
7. What Sciences and areas of professional activity are served by clinical terminology?

Form of control: Test tasks.

Types of individual work of the student

Learning vocabulary minimum, grammatical rules. Performing lexical and grammatical exercises.

Topic 12: Suffixes and prefixes in clinical terminology

The purpose of the lesson is to learn suffixation in clinical terminology.

Lesson objectives –

1. Know diminutives, suffixes with the meaning "action process", "result of action", - die, - form.
2. Have an idea of Greek-Latin synonymy.

Questions on the topic:

1. What is diminutive? Given example. Name the suffixes.
2. What suffix has a common word-formation meaning "action, process"?
3. Give examples of terms with word-forming meanings "action, process", "result of action", "device (instrument, organ, object), which produces action"?
4. What suffix indicates the meaning of "generating, calling" and "generated, called"?
5. What do the suffixes -ide (us, a, um) and form (is, e) mean?
6. Give examples of Greco-Latin language spoken in the suffixes of adjectives

Form of control: Testing under the unit "Clinical terminology".

Types of individual work of the student

Memorizing the lexical minimum. Memorizing suffixes, prefixes. Performing lexical and grammatical exercises.

Topic 13: Greek-Latin duplets, single term elements

The purpose of the lesson – to master a minimum of Greek-Latin doublet and single term elements, to learn the differentiated application of Greek-Latin doublets'.

Lesson objectives –

1. Know the features of physique, structural types of clinical terms, the use of Greek-Latin duplets in terminology, suffixes in clinical terms.

Questions on the topic:

1. What are Greek-Latin doublets?
2. What are some features of the physique.
3. What is the place and meaning of the motivating basis in the structure of the motivated word?
4. What are the structural types of clinical terms.
5. What Greek-Latin doublets do You know, what is their application in terminology?
6. How are the terms for the names of inflammation formed?
7. How are the names of tumors formed?
8. What is the meaning of terms with the suffix-osis?
9. What is the content of the concept of "clinical terminology"?
10. What special clinical expressions do you know?

Form of control: Testing under the unit "Clinical terminology".

Types of individual work of the student

Learning Greek-Latin doublets. Performing lexical and grammatical exercises.

Unit 3. PHARMACEUTICAL TERMINOLOGY

Topic 14: Overview of pharmaceutical terminology. Nomenclature of medicines

The purpose of the lesson – to have a General idea of pharmaceutical terminology and nomenclature of drugs; to get acquainted with the basic concepts of pharmacy, nomenclature of drugs; to have an idea about the signs of motivation in the name of drugs, the ways of word formation in trivial names; to learn the meaning of frequency segments in the names of drugs.

Lesson objectives –

1. To learn the frequency segments in the trivial names.
2. Learn pieces of anatomical, physiological and therapeutic information.

Questions on the topic:

1. What is the content of the concept of "pharmaceutical terminology"?
2. What can you say about General pharmaceutical terms?
3. What are the ways of word formation of trivial names of medicines?
4. What suffixes are attached to the producing base in drug names?
5. What are the frequency segments in trivial names?
6. What are the frequency segments reflect the information the anatomical, physiological and therapeutic in nature?
7. What are the frequency segments are pharmacological information.
8. What is the suffix indicates the trivial name of the enzyme preparations?

9.What dosage forms do you know?

10.What can you say about medicinal preparations that include the designation of the dosage form in their composition?

Form of control: Test tasks. Questions for a credit.

Types of individual work of the student

Memorizing the lexical minimum. Memorizing the frequency of the segments, rules pharmaceutical building terms'. Performing lexical and grammatical exercises.

Topic 15: The verb in pharmaceutical terminology

The purpose of the lesson – to learn the conjugation of the Latin verb, the definition of the basis of the verb and conjugation.

Lesson objectives –

1.Know the four conjugations of the Latin verb.

2.Learn to determine the type of conjugation, the use of the imperative and subjunctive mood in the formulation.

Questions on the topic:

1.How many conjugations does a Latin verb have?

2.How is the conjugation type determined?

3.How to determine the basis of the verb?

4.What is the dictionary form of the Latin verb?

5.What is an infinitive?

6.How is the imperative mood formed?

7.How is the imperative mood used in the recipe?

8.Give examples of the use of the verb in the subjunctive mood?

9.Name the standard prescription formulations with the verb.

Form of control: Questions are included in the test.

Types of individual work of the student

Memorizing the lexical minimum. Memorizing the frequency of the segments, rules pharmaceutical building terms'. Performing lexical and grammatical exercises.

Topic 16: the Basic rules of registration of the recipe line and the Latin part of the recipe

The purpose of the lesson – to get an idea about the basic rules of registration of the recipe line of the Latin part of the recipe.

Lesson objectives –

1. Learn grammatical dependencies in the recipe line, the structure of the recipe, the design of parts of the recipe, prescription formulations with prepositions.

Questions on the topic:

1. What are the grammatical dependencies in the recipe string?
2. What is the structure of the recipe?
3. What are the rules of registration of parts of the recipe in Latin.
4. What are the grammatical options for prescribing pills?
5. What are the grammatical options for prescribing suppositories?
6. What case are used the prepositions in the Latin language?
7. Name the prescription formulations with prepositions.

Form of control: One of the variants of the Internet Olympiad. Questions for a credit.

Types of individual work of the student

Learning vocabulary minimum, grammatical rules. Performing lexical and grammatical exercises.

Written translation of recipes.

Topic 17: Chemical nomenclature in the Latin language

The purpose of the lesson is to have a General idea of chemical nomenclature in Latin. To learn ways of formation of names of the basic chemical compounds found in pharmaceutical terminology.

Lesson objectives –

1. Know the principles of formation of Latin names of acids, oxides, salts, chemical elements.
2. Be able to identify frequency segments in the names of hydrocarbon radicals.

Questions on the topic:

1. What are the principles of formation of Latin names of acids?
2. What are the principles of formation of Latin names of oxides?
3. What are the principles of formation of Latin names of salts?
4. What can you say about the Latin names of chemical elements?
5. Name the frequency segments in the names of hydrocarbon radicals.

Form of control: Questions for a credit.

Types of individual work of the student

Learning vocabulary minimum, grammatical rules. Performing lexical and grammatical exercises.

Topic 18: Structure of names of medicines

The purpose of the lesson-to know the structure of names of medicines.

Lesson objectives –

1.Learn one-word names of medicines, suffixes and prefixes in the names of medicines, the structure of several-word names of medicines.

Questions on the topic:

- 1.What is the structure of one-word names of medicines?
- 2.What suffixes and prefixes are used in the names of medicines?
- 3.What is the structure of several conventional names of medicines?

Form of control: Questions for a credit.

Types of individual work of the student

Learning vocabulary minimum, grammatical rules. Performing lexical and grammatical exercises.

Topic 19: Frequency segments with chemical value. The most important prescription reductions

The purpose of the lesson – to learn the generally accepted rules of reducing dosage forms, the most important prescription reductions and frequency segments with chemical value.

Lesson objectives –

1.Know the basic principles of reduction in the recipe, spelling of frequency segments with chemical value.

Questions on the topic:

- 1.What are the basic principles of reduction in the recipe.
- 2.Why not abbreviate the names of medicines?
- 3.Why memorise the spelling of frequency segments with a chemical value?

Form of control: Questions for a credit. Participation in the Internet Olympiad

Types of individual work of the student

Learning vocabulary minimum, grammatical rules. Performing lexical and grammatical exercises.

Topic 20: Numerals, adverbs, pronouns, prepositions in medical terminology

The purpose of the lesson-to know the rules of the use of numerals, adverbs, pronouns and prepositions in medical terminology.

Lesson objectives –

- 1.Learn numerals-prefixes of Latin and Greek origin, adverbs in the recipe.
- 2.Repeat the course material and prepare for the test.

Questions on the topic:

1. What numeral prefixes of Latin and Greek origin do you know?
2. What adverbs are used in the recipe?
3. Name a few winged expressions with pronouns.

Form of control: Questions for a credit. Participation in the Internet Olympiad

Types of individual work of the student

Learning vocabulary minimum, grammatical rules. Performing lexical and grammatical exercises.

The list of recommended literature

Core reading

1. Носачёва, М. И. Латинский язык и основы медицинской терминологии = The Latin Language and Fundamentals of Medical Terminology : учебное пособие для иностранных студентов 1-го курса билингвального отделения (english media) медицинских вузов / М. И. Носачёва, Н. И. Данилиной; М. И. Носачёва; под редакцией Н. И. Данилиной. - Латинский язык и основы медицинской терминологии = The Latin Language and Fundamentals of Medical Terminology ; 2031-04-02. - Москва : Ай Пи Ар Медиа, 2021. - 124 с. - Книга находится в премиум-версии ЭБС IPR BOOKS. - Текст. - Гарантированный срок размещения в ЭБС до 02.04.2031 (автопродлонгация). - электронный. - Электрон. дан. (1 файл). - URL: <http://www.iprbookshop.ru/106014.html>
2. Nikitina N. A. The Latin Language : Guide in the Latin Language for Foreign Students of the Medical Department / N. A. Nikitina; Ulyanovsk State University, Institute of Medicine, Ecology and Physical Culture. - Ulyanovsk : UISU, 2020. - Загл. с экрана; На англ. яз.; Неопубликованный ресурс. - Электрон. текстовые дан. (1 файл : 1,18 Мб). - Текст : электронный. - URL : <http://lib.ulsu.ru/MegaPro/Download/MObject/4568>

Supplementary reading

1. Англо-латинско-русский словарь медицинских терминов = Dictionary of medical terminology in free languages english-latin-russian / И. Л. Соловьева, Л. М. Ильина, Н. А. Котманова, Е. Н. Галич; УлГУ, ИМЭиФК, Мед. фак. им. Т.З. Биктимирова, Каф. педиатрии. - Ульяновск : УлГУ, 2019. - Загл. с экрана. - Электрон. текстовые дан. (1 файл : 1,65 Мб). - Текст : электронный. <http://lib.ulsu.ru/MegaPro/Download/MObject/2884>
2. Дьякова О. Н. Latin-Russian-English dictionary of clinical terms = Латинско-русско-английский словарь клинических терминов : Учебное пособие для русских и англоговорящих студентов медицинских вузов : Manuel for Russian and English-speaking students of medical universities / О. Н. Дьякова, Е. М. Дьякова. - Астрахань : Астраханский ГМУ, 2021. - 199 с. - ISBN 9785442405965. - Текст : электронный // ЭБС "Букап" : [сайт]. - URL : <https://www.books-up.ru/ru/book/latin-russian-english-dictionary-of-clinical-terms-14475225/>
3. Vavilova E. N. INDIVIDUAL WORK TEACHING AIDS : Subject: Latin language / E. N. Vavilova. - 2-е испр. и доп.. - т : Издательство СибГМУ, 2019. - 149 с. - Текст : электронный // ЭБС "Букап" : [сайт]. - URL : <https://www.books-up.ru/ru/book/individual-work-teaching-aids-10236512/>