

ПЕДАГОГІКА

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INTRODUCTION OF COMPETENCY-BASED APPROACH AND ACTIVE TEACHING METHODS IN TEACHING THE LATIN LANGUAGE AND MEDICAL TERMINOLOGY

One of the most important tasks of educational reform in Ukraine is the application of a competency-based approach in teaching disciplines at institutions of higher education. This approach requires that lecturers possess competency-based teaching methods and understand the trends in the new Ukrainian educational system. Currently, higher education is undergoing a methodological reconstruction of the teaching process, focused on personal development of students and the formation of key competencies.

The implementation of a competency-oriented approach in the practice of medical education involves the development of special forms of learning organization that take into account the personal characteristics of students, the use of individual and differentiated approaches, as well as the application of project-research methods. Case methods are among the most effective for enhancing teaching, aimed at placing students in decision-making situations and stimulating their interest in the learning process through work in problematic and communicative situations.

This article aims to explore the implementation of the competency approach in teaching Latin, using case methods and interdisciplinary connections to stimulate motivation and activity of students during classes. In the process of studying pharmaceutical terminology in Latin courses, students develop communication skills and teamwork skills, using the Team-based learning method, which has practical characteristics in medical settings.

The use of active and interactive learning methods, such as case methods, allows the lecturer to create comfortable conditions for students, stimulates a quality and productive learning process, and promotes independent analysis of acquired knowledge and skills. This approach not only sparks interest in Latin but also lays the foundation for sustainable academic growth of learners.

Key words: *competency approach, the Latin language, pharmaceutical terminology, case method, Team-based learning, active and interactive learning methods.*

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ВПРОВАДЖЕННЯ КОМПЕТЕНТНІСНОГО ПІДХОДУ Й АКТИВНИХ МЕТОДІВ НАВЧАННЯ ПРИ ВИКЛАДАННІ ЛАТИНСЬКОЇ МОВИ ТА МЕДИЧНОЇ ТЕРМІНОЛОГІЇ

Однією з найважливіших задач реформи освіти в Україні є застосування компетентнісного підходу при викладанні дисциплін у закладах вищої освіти. Цей підхід вимагає, щоб викладачі володіли методами компетент-

нісного навчання та розуміти тенденції в новій українській освітній системі. В даний час вища школа проходить методологічну перебудову навчального процесу, орієнтовану на особистісний розвиток студентів і формування ключових компетентностей.

Впровадження компетентно-орієнтованого підходу в практику медичної освіти передбачає розробку спеціальних форм організації навчання, що враховують особистісні особливості студентів, використання індивідуального та диференційованого підходу, а також застосування проектно-дослідницьких методів. Кейс-методи є одними з найефективніших для активізації викладання, орієнтовані на поставлення студентів у ситуації прийняття рішень та стимулювання їхньої зацікавленості в навчальному процесі через роботу в проблемних та комунікаційних ситуаціях.

Ця стаття має на меті дослідити впровадження компетентнісного підходу при викладанні латинської мови, використовуючи кейс-методи та міждисциплінарні зв'язки, стимулюючи мотивацію та активність студентів під час занять. У процесі вивчення фармацевтичної термінології на курсах латинської мови студенти розвивають комунікаційні навички та навички роботи в команді, використовуючи метод *Team-based learning*, що має практичний характер у медичних установах.

Застосування активних та інтерактивних методів навчання, таких як кейс-методи, дозволяє викладачу створити комфортні умови для студентів, стимулює якісний і продуктивний навчальний процес, сприяє самостійному аналізу отриманих знань та навичок. Такий підхід не тільки викликає інтерес до латинської мови, але й закладає основу для сталого академічного росту здобувачів освіти.

Ключові слова: компетентнісний підхід, латинська мова, фармацевтична термінологія, кейс-метод, *Team-based learning*, активні й інтерактивні методи навчання.

Problem statement. The most urgent task of the Ukrainian education reform is the implementation of a competency-based approach in teaching disciplines at higher education institutions, particularly in the system of higher medical education. It involves lecturers mastering competency-based teaching methods, understanding the trends of the new Ukrainian education (Aponenko, 2019: 22). Society needs educated doctors capable of making responsible decisions considering possible consequences. Today demands mobile, constructive professionals who have a strong sense of responsibility for the fate of people and the country. All this has become a prerequisite for significant transformative processes in the domestic education sector (Aponenko, 2020: 3). At the present stage, a methodological restructuring of the higher education teaching process is underway, aimed at the personal development of students and the formation of their key and subject competencies.

The introduction of a competency-oriented approach into the practice of higher medical education requires the search for special forms of organization and the application of personality-oriented, individualization, differentiation, and project-research methods. Fundamentally, as A. Podorozhna writes, for a student to not merely adopt a position of learning where academic material is presented in a ready-made form, but rather a position of search and creative understanding of knowledge. Therefore, according to the researcher's observations, the case method (situation analysis method) is one of the most effective teaching activation methods (Podorozhna, 2017: 93). The case method (Case study) was developed by English researchers M. Shewer, F. Ediey, and K. Yates. This practice was first applied in 1910 in teaching management disciplines at Harvard Business School, which is well known for its innovations. The

purpose of the case method is to put students in a situation where they need to make decisions (Case method). Emphasis is placed on students' independent learning based on collective efforts. The role of the educator is reduced to observation and managing the discussion, working directly with students. This method focuses on developing students' interest in the process of acquiring knowledge in problem situations and in communication situations, which is particularly important in learning a foreign language (Podorozhna, 2017: 93).

Research Analysis. The theory of competency-based approach in education is presented not only in the works of foreign scholars from the 1980s (R. Bader, D. Mertens, B. Oscarsson, A. Shelten), but is also being developed by contemporary researchers (G. Raven, A. Schenker, D. Richen, Marion F. Scott). The prospects of the competency-based approach in modern Ukrainian education have been studied by I. Bekh, N. Bibik, A. Bogosvyatska, O. Lokshyna, O. Ovcharuk, L. Parashchenko, O. Pometun, S. Trubacheva, S. Shamshura, and others. Regarding the integration of case methods in foreign language learning, A. Podorozhna, O. Kolodnytska, I. Vorona, L. Baydak, and others have written (Podorozhna, 2017: 93–96; Kolodnytska, Vorona, 2019: 126–130; Baydak: 1).

Objective of the Work. To investigate the implementation of the competency-based approach in teaching Latin to students under the condition of combining the lecturer's motivation for learning and self-development with the active involvement of students in classes, utilizing case methods and interdisciplinary connections.

Delivery of the main material. Despite the special status of Latin as the "international language of medicine", many consider the study of Latin to be

unnecessary. You may ask: why do we need Latin when we see it on the schedule? "After all, this language is dead (as it has no living speakers: people for whom Latin was native have been absent for over one and a half thousand years), no one speaks it!" Today it is the only actively used Italian language, despite being considered dead.

However, Latin is present in our lives latently. Often, we do not pay attention to the Latin shell of familiar and habitual words. In modern Ukrainian language, 27% of words are of Latin origin (operation, symposium, consensus, university, laboratory, exam, etc.). All these words have enriched the Ukrainian language, becoming not just understandable but also familiar.

And today, knowledge of Latin (at least its basics) is essential for anyone who wants to consider themselves cultured. But Latin is the most crucial for modern medical professionals. Medical terminology is one of the vast and complex systems of terms. It comprises several hundred thousand words and phrases. Of interest to medical students are terms denoting various emotional and mental states. For example, ambivalence (from Latin *ambo* – both and *valentia* – strength) – a mental state of duality, the coexistence of conflicting feelings, assertiveness (from English to *assert* – "to assert, defend" derived from Latin *asserere* – "to assert") – the ability of a person to confidently assert their interests, behave confidently, without restricting the rights of others, and so on (Loshchynova, 2021: 444).

Latin serves as a means of intercultural and professional communication in medicine. As a discipline of the humanities, it lays the foundation for scientific knowledge and specialized terminology. Latin occupies a prominent place in the naming of diseases, pathological conditions, methods of examination, and treatment of patients (Bulat, Lysunets, Didyk: 205).

Thus, most Latin terms (such as *arthritis*, *gastritis*, *stenosis*, *anaemia*, etc.) have become internationalisms. Even when equivalents exist in the native language, doctors prefer transliterated substitutes of Latin origin. All organs and body parts have their Latin designations. The same applies to the names of drugs: each plant has its "scientific-standardized" designation (Shubkina, 2021: 110).

In professional communication, a future doctor must formulate their recommendations and diagnoses using purely "international" vocabulary, expressions, and idioms, which shape their idiolect. Most European languages include interpretations of purely Latin expressions, leading to the emergence of paremic variants such as: Latin – *De gustibus et*

coloribus non est disputandum (Ukrainian – *Смаку різняться*) – English – *Every man to his taste / There is no accounting for taste / Tastes differ*; Latin – *Amicus optima vitae possessio* (Ukrainian – *Вірний приятель – то найбільший скарб*) – English – *A friend in need is a friend indeed / They are rich who have true friends* (Shubkina, 2021: 112).

However, the humanities training of future professionals should not be limited to just grammatical or terminological material. It is also necessary to acquaint oneself with history and ancient culture. In this case, students should establish connections and origins of modern cultures with antiquity themselves (Pylypiv, Myslovska, 2003: 80).

By applying active and interactive teaching methods, the lecturer creates comfortable conditions, stimulates a qualitative and productive process of student involvement, and encourages them to independently analyze the level of acquired knowledge and skills for their continuous development. Such an approach arouses interest and love for studies, the subject, and the "eternal" language, laying the foundations for the sustainable academic growth of students.

Interactive methods have a specific, predictable goal – to create comfortable learning conditions where each student feels their own success and intellectual ability. Students learn to work in teams, independently seek answers to questions, argue them, and defend their own point of view. These requirements are met by case methods. Dnipro State Medical University proposed to all departments to implement the use of case methods in teaching not only fundamental medical and clinical disciplines but also humanitarian ones. Today requires a restructuring of approaches to organizing the learning process of students because modern education, both distance and offline, increasingly recommends broader implementation of teaching strategies based on active, student-centered teaching methods – *Team-based learning*, *Problem-based learning*, *Case-based learning*. Moreover, emphasis is placed on the use of case methods in various departments and fields:

- *Team-based learning* – most effective in teaching fundamental disciplines;
- *Problem-based learning* – most conducive to forming clinical argumentation, differentiation, diagnosis;
- *Case-based learning* – the most effective method in clinical education.

In the Latin language classes for studying pharmaceutical terminology, students develop and implement communicative competence – the ability to work in groups. In this case, *Team-based learning*

is proposed as a case method. Because the study of Latin in medical educational institutions primarily has a practical nature, even when classes are conducted in shelters during air-raids alarm. The group is divided by the lecturer into teams. Each team receives a task regarding the completion of a prescription form, with special attention given to its Latin part. Students choose a team leader who manages the process, assesses the work of their team, and only then submits the task for discussion and verification to the educator, who observes and provides hints. Thus, we can speak of the following advantages of the *Team-based learning* method: modernity, visualization, teaching others (under such conditions, material acquisition occurs at almost 90% level), and during evaluation, universalization is applied – the team's level is assessed based on its weakest link.

Therefore, students demonstrate acquired prior knowledge, skills in working with textbooks, notes, evaluating their own educational-cognitive activity, ability to help others, and identify their achievements and shortcomings.

Equally complex is the process of studying pharmaceutical terminology in the Latin language course for foreign students. Foreign students, who in most cases study in a distance format due to the introduction of martial law in Ukraine, both in Ukrainian and English languages, typically lack associative understanding of this subject. Pharmaceutical vocabulary is of particular interest because it vividly and clearly demonstrates cognitive and communicative competencies, as well as the interaction of linguistic and extra linguistic factors. Thus, when studying the names of plants and medicinal preparations, foreign students, together with the Latin and medical terminology teacher, often draw such an analogy: Latin ↔ the Ukrainian language ↔ the English language ↔ the native language (if necessary). By applying such translations, interdisciplinary connections are implemented during classes ("The Ukrainian language by professional direction", "The English language", "Biology", "Pharmacology"), as the correct organization of student work ensures an increase in their academic achievements.

Planning, management, and control by the teacher are important components of organizing work, so it is necessary to mention the principles of using visual methods in classes. Visual aids (in this case, tables and presentations, and if possible, video content) help achieve tasks such as mobilizing student activity, increasing the potential for involuntary memorization of material, and expanding the scope of material assimilation and its systematization.

Another effective method is "*brainstorming*", where students are asked to write a prescription within the given pharmaceutical task. This type of exercise can also be applied as a case method (*Team-based learning*), which stimulates critical thinking and analytical abilities of students and can be applied in familiarizing them with topics such as "Structure of a prescription" and "Rules for constructing the Latin part of prescription lines" (Aponenko, 2019: 23). Thus, the main task facing both domestic and foreign students when studying the section of Latin pharmacy is to master the basics of terminology in order to understand the names of medicinal products, know the names of medicinal plants, the rules for prescribing prescriptions, especially their Latin part, and so on.

It is through active engagement directed by the teacher that students acquire the necessary knowledge, skills, and abilities for their professional activities and develop creative abilities.

Conclusions. The process of modernizing competency-based approaches in medical higher education institutions, which involves personalized learning and upbringing of students, contributes to the development of both key and subject-specific competencies.

By employing active and interactive teaching methods, including case methods, the teacher creates comfortable conditions, stimulates a qualitative and productive process of student involvement, and encourages them to independently analyze the level of acquired knowledge and skills for their continuous development. Such an approach fosters interest and passion for studying the discipline of "The Latin language and medical terminology" laying the groundwork for sustainable academic growth among students.

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