TEACHING CORRECT PRONUNCIATION OF LATIN AS AN INTERNATIONAL LANGUAGE OF MEDICINE IN MEDICAL EDUCATION INSTITUTIONS

Makhmudov Zafar Mardanovich

Teacher of Samarkand State medical institute, UZBEKISTAN

Annotation: In this article, the author aims to describe the difficulties in teaching correct pronunciation in Latin, which is used in general practice as an international medical language: problems, causes and solutions faced by teachers and students. As Latin is a foreign language for Uzbek students, pronunciation is being considered to prevent it from becoming a professional problem.

Key words: Teaching correct pronunciation, problems, solutions, integrated skills, provide vocabulary input, approaches, collaboration, Brainstorming On, Information Gap, Simulation, to practice, to pronounce, to communicate, profession, target language.

Correct pronunciation is one of the important skills that need to be acquired by learners of foreign language because mostly knowing the international medical language well is measured with the ability to carry out a conversation in the target language. Teaching students to pronounce Latin as a international medical language has always been a problem for the teachers. This is not an easy task for teachers to make their students to pronounce because they do not use the language in their natural community and they have less opportunity to communicate with native speakers of the language.

Mostly, in our Latin classes teachers' pay attention to practice writing and translating, but do not often practice correct pronunciation. Because they find it nearly impossible to increase their students fluent correct pronunciation Latin skills. However, some other experienced teachers try to solve this problem by using different approaches like innovative language teaching and learning methods and enhancing participation and collaboration. What makes correct pronunciation difficult? As we know, fluent speech is phrasal, which combined with different speech patterns. So, in correct pronunciation process learners have to organize their output cognitively and physically through clustering reserves of vocabulary on the target subject. Another problem is a learner has an opportunity to make meaning clearer through the redundancy of the language. In the classroom, if the speaker finds something difficult to express in Latin he can tell his mates it in Mother tongue or Russian, consequently, this laziness provides lack of fluent Latin speech in the Latin classroom. On the other hand, the following defects of teaching can cause poor correct pronunciation practice: Firstly, not providing enough input or sufficient vocabulary beforehand; Next, not providing authentic materials, not monitoring students' performance; Then, setting inaccurate time line; giving limited opportunity for learners to speak target language and do not involve all students, focusing on the dominant students and ignore shy ones. A skillful teacher always tries to find solutions to any problems whatever they can be. It will be a catastrophe for education unless teachers carry out research enthusiastically in their career. They use activities that lead to fluency and confidence; learners learn to pronounce by repeating sentences they say; at the start of the lesson, learners listen to a recording and practice repeating words with the same difficult vowel sound. Moreover, to practice listening makes this task easy since the second language is not natural as Mother tongue. Practicing listening frequently enriches words power, sentence pattern, specific use of words and sentences in specific situations. Electronic Media helps to neutralize the voice, intonation, stress and speed of speech. And here some effective activities which are recommended for teachers to encourage students using Latin in the classroom.

1. Simulations: simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. Role plays and simulations have many advantages.

2. Information Gap: in this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

3. Brainstorming On a given topic: students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Therefore, in order to encourage their students to speak, teachers must involve students working in groups, use interactive activities more than they usually do in teaching other skills. They can create more enjoyable correct pronunciation class by doing some activities such as role - play, discussion or some kinds of games to promote students correct pronunciation ability. By mastering oral communication skills students become confident and qualified speakers of their profession. It would be advisable for teachers to integrate receptive and productive skills during the lessons to achieve expected results in teaching Latin. Hopefully, these activities make students more energetic to speak in the target language in the learning procedure and at the same time make their learning more communicative and engaging and entertaining for them.

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