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THE NEED TO USE AN INTEGRATIVE APPROACH IN THE PROCESS OF ORGANIZING TEACHING IN MEDICAL UNIVERSITIES

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Abstract
The article examines the issues of organizing training using an integrative approach, which assumes the integrity and systematicity of the learning process and allows for the consideration of existing interdisciplinary and intradisciplinary connections. The article provides a rationale for the need to use an integrative approach in the process of organizing teaching at a medical university, due to the fact that one of the main tasks of medical education is the formation of clinical thinking, which is impossible without understanding the unity of the material world, the interconnection and interdependence of all phenomena, facts and processes. The possibilities of the discipline "Latin language" in the implementation of the principle of integration in the organization of education in a medical university described.

Keywords: Integrative approach, competent specialists, organization of professional training, medical terminology, society.

Introduction

In modern society, innovative changes are constantly occurring in all spheres of life. There is a growing need for highly competent specialists who possess a mindset that allows them to perceive and solve problems of varying degrees of novelty, who are capable of realizing their creative potential in their own interests and those of society, and who are able to adapt to rapidly changing conditions. A modern professional must be aware of the need for continuous self-development and have an integrative style of thinking.

The higher education system is the primary mechanism for the development of modern society and must meet the demands of the times. The challenge of

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university education often lies in the failure of teachers to convey to students the importance of subject knowledge. Educational development strategies should be focused on enhancing the general educational value of each subject, taking into account general scientific and cultural aspects. The organization of modern higher education requires an approach that simultaneously enables students to grasp the essence of the phenomena and processes under consideration and demonstrate their potential for professional application. Classes should develop research skills and foster the ability to generalize and project.

Medicine is one of the most rapidly developing fields of scientific knowledge. To meet the challenge of training competitive specialists, medical education built on the principle of systemic approach; the main structural and substantive components of training must be interconnected. An integrative approach is particularly important in medical education, as its primary goal is to develop clinical thinking, which physicians must strive to develop in their professional activities, based on an understanding of the unity of the material world.

Connections between subjects taught can be chronological or substantive. Chronological connections vary in time and divided into antecedent, concurrent, and prospective connections. Antecedent connections determined by the connections between the subject matter being covered and concepts previously covered in other subjects. For example, when studying Latin, medical students need knowledge of Russian and a foreign language acquired in school. Teaching Latin grammar simplified if the student is familiar with Russian grammar, as both languages belong to the group of synthetic languages and have similar case systems. A student proficient in Russian requires little explanation of what it means to "agree an adjective with a noun." At the same time, the spelling of most Latin letters is well known, as the Latin alphabet is used in many European languages.

Concomitant connections reflect the mutual influence between subjects studied simultaneously in different academic disciplines. For example, studying anatomy is impossible without knowledge of Latin, as international anatomical nomenclature uses the Latin alphabet, phonetics, and grammar. The study of any European foreign language in medical school aimed at developing intercultural professional communication skills. Currently, the tradition of using and creating scientific terms of internationalisms of Greco-Latin origin

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persists, and therefore the lexical basis of the modern language of medicine is the Greco-Latin terminology.

Promising connections are aimed at ensuring that the course material will be used in future studies of other subjects. Therefore, the teaching of the Latin language course at medical universities is based on a systemic terminological principle, designed not only to facilitate mastery of specialized disciplines but also to teach students how to navigate the terminological diversity of medical language.

Learning the basics of terminology is essential for developing professional communication skills; specialists must use scientific names correctly. The Latin course focuses on teaching the fundamental subsystems of medical terminology: anatomical terminology, clinical terminology, and pharmaceutical terminology. By studying a variety of general medical terms, concepts are developed that are common to various disciplines. Understanding the basics of terminology creates the conditions for effective communication during medical school education, as the term is the unit that conveys the most important information and essential knowledge.

The widely used activity-based approach in teaching, taking into account intra-subject integration, not only successfully addresses the problem of effective knowledge acquisition but also develops generalized skills while completing learning tasks. The study of medical terminology requires a unified approach through the identification of common types of activities. In the initial stage of developing generalized activity techniques, the teacher plays a key role. Knowing the general content of the activity, they encourage students to perform specific actions in the correct sequence.

Medical terminology systems utilize a terminological apparatus: frequent lexical units, term elements, word formation methods, regular word-formation patterns, etc. Therefore, one of the important stages of learning Latin-Greek medical terminology is mastering the structural and semantic models of construction and frequent components of medical terms. At the first stage, the instructor describes the most productive models, introduces term elements, and provides examples. Typically, terms with which students are already familiar are used as examples. For example, the regular structural-semantic model "organ (tissue, body part) + disease, pathological process" is used to create names for inflammatory diseases, in which the meaning "inflammation" is

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expressed by the Latinized Greek suffix "-itis" (Russian -ит). In such terms, the stem typically names the organ, indicating the location of the inflammatory process:

gastritis (gastr- stomach + itis – inflammation) – Russian gastritis, inflammation of the gastric mucosa;

bronchitis (bronch- bronchus + itis – inflammation) – Russian bronchitis, inflammation of the bronchial mucosa.

At this stage, students learn to recognize structural patterns and analyze names by completing tasks that require identifying previously studied terminological elements. For example, in the terms "encephalitis," "meningitis," "dermatitis," "pancreatitis," "stomatitis," "nephritis," "colitis," and so on, students must identify the suffix "-itis" and the organ-specific components, thereby determining the location of the inflammatory process.

In the second stage, students independently identify the general content of this type of activity and practice applying it in completing various tasks. Students are presented with unfamiliar terms and are tasked not only with identifying the model for constructing a scientific name but also with explaining its meaning. Students are not required to provide the scientific definition of the names being analyzed—this is not required in the first year of university—but they can formulate the general meaning of the term. For example:

haemangioma (haem- blood, angi- vessel, -oma neoplasm) – Russian hemangioma, a benign tumor developing from blood vessels;

arthrosis (arth- joint, -osis disease) – Russian arthrosis, a degenerative joint disease.

In the third stage, students must independently plan and implement similar activities in other, unfamiliar tasks. Students are given tasks to create terms with a given meaning, and they independently select the necessary terminological elements and naming models. For example:

Treatment with medications – pharmaco (medicinal product) + therapia (treatment) = pharmacotherapia;

Accumulation of air or gases in the pleural cavity – pneumo (air, gas) + thorax (chest) = pneumothorax.

Thus, the principle of integration in education can be effectively implemented in the organization of Latin language teaching in medical universities. The use of an integrative approach presupposes a holistic and systematic learning

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process, taking into account interdisciplinary and intradisciplinary integration, reflecting the interrelations between discipline content and teaching methods. This contributes to the development of an integrative thinking style and students' professional and personal growth.

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