



## **INCREASING THE EFFICIENCY OF LEARNING LATIN LANGUAGE STUDENTS THROUGH THE DEVELOPMENT OF LINGUODIDACTIC THINKING IN HIGHER MEDICAL EDUCATIONAL INSTITUTIONS**

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### **Abstract**

This article describes the issue of formation of indicators for the assessment of the quality of Latin language teaching to students of medical higher educational institutions, in particular, the analysis of the issue of indicators and criteria for evaluating the process of Latin language teaching.

**Keywords:** Linguodidactic, education, technology, thinking, development, problems.

### **Introduction**

Thinking is an indirect reflection of being in a generalized form. One of the important features of thinking is generalization. As a result of thinking, a person acquires such information that this information consists of a processed and condensed sum of a large amount of information received from various objects, as well as the most important properties of these objects. Thinking is a subjective mental phenomenon inherent only to humans.

Thinking is a form of generalized and conceptualized reflection of the human mind between objects of knowledge, which are considered to be objects of knowledge, and which ensures the existence of mutual connections. For a long time, the problems of thinking, due to their complexity, were considered beyond the reach of psychologists, and were considered mainly a matter of thought by philosophers and logicians. One of the founders of the science of psychology, the German scientist Wilhelm Wundt, also divided psychology into two parts: physiological psychology (the science that studies cognitive processes experimentally) and the psychology of people. The latter included the psychology of speech and thought, and considered them to be impossible to study experimentally, but could be



explained. These conclusions are actually based on the fact that the processes of thinking and reasoning It is evidence of its complex nature. They are as follows. In the process of thinking, a person uses various means developed by humanity, such as practical activity, images and ideas, models, schemas, symbols, language, in order to enter into significant connections and relationships of the physical and social world.

The second important sign of thinking is the directness of reality to the analyst The ability to understand and express what is being said, without affecting it, is a means of reflection, which in most cases creates the possibility of understanding and expressing it with the help of additional signs obtained in the form of tools. The laws of phenomena, the relationships of events are reflected in our consciousness in the external signs of phenomena, and a person can identify the signs of stable relationships.

To the core of thinking The characteristic feature of knowledge or practical activity is its connection with the fulfillment of a particular task. Thinking begins with a problematic situation, with an answer to a question that is the goal of thinking.

Thinking is the movement of ideas that transcends the essence of things. Its result is not an image, but a certain idea. Thinking is a directed, investigative, recursive and cognitive process. A separate theoretical and practical activity that involves estimating the system of actions and procedures that have occurred.

Thinking allows us to understand the laws of the material world, the cause-and-effect relationships in nature and socio-historical life, and the laws of the human psyche. Practice, which is the field of application of the results of mental activity, serves as a source of thinking activity. Thinking is considered a function of the brain as a mental activity. Higher-level brain processes that perform the main function of simple mental processes, for example, sensations, form the physiological basis of thinking. However, at present there is no clear idea about the order of interaction and significance of all physiological structures that ensure the process of thinking. There is no doubt that the frontal parts of the brain are of particular importance in the activity of thinking. In addition, the scope of the cerebral cortex providing thinking with the gnostic (cognitive) function, as well as the speech centers of the brain that provide the process of thinking, are also of great importance. Thinking, like other cognitive processes, has its own individual characteristics, which is expressed in the fact that the forms, means and



relationships of thinking activity are manifested differently in people. Usually, the individual characteristics and qualities of thinking include the content of cognitive activity, independence, agility, efficiency, breadth of thought, speed, depth and other qualities.

The transition to thinking allowed a person to overcome the limitations of direct sensory cognition. Thinking expresses a higher and qualitatively new level of rational cognition (Latin *rationalis* - rational).

Thinking is the highest level of a person's mental, cognitive activity, in the process of which, through speech and past experience, the important connections and relationships of reality are reflected in a generalized form. Thinking is the object of study of many disciplines that analyze it from different sides and from different points of view. Philosophy studies thinking in relation to being. Psychology studies thinking as a real mental activity of a certain subject, how thinking arises and develops, its structure, how it interacts with various types of activity, with other aspects of consciousness and personality, and what results it leads to, are the first things that interest us. Thinking is the object of study of many disciplines, analyzing it from different sides and from different points of view. Philosophy studies thought in relation to being. First of all, psychology studies thought as a real mental activity of a certain subject, how thought arises and develops, its structure, how it interacts with various types of activity, with other aspects of consciousness and personality, and what results it produces.

For example, thinking is the highest level of information processing by a person or animal, the process of establishing relationships between objects or phenomena in the surrounding world; or the process of reflecting the important properties of objects, as well as the relationships between them, which leads to the formation of ideas about objective reality. The debate over the definition continues to this day and will inevitably continue in the future.

Thinking is a specific type of theoretical and practical activity that involves a system of actions and operations of a exploratory, transformative, and cognitive nature.

Linguodidactic thinking is one of the types of thinking that is distinguished by the characteristics of the subject of activity (along with mathematical thinking, pedagogical, managerial, and others). Technical thinking is distinguished by the fact that the tasks facing people engaged in the field of technology (its design,



development, maintenance, repair, etc.) have certain specific characteristics compared to tasks solved in other areas of activity. This characteristic refers to the mental activity of a person, his ideas, as well as his interests and inclinations. Linguistic thinking is the process of creating and reproducing in the human mind technical processes and objects, their structure and principles of operation, as well as technical images, and the operation of these images with the help of mental activity techniques, not only in their static state, but also in their dynamic state. From the point of view of psychologists, linguodidactic thinking is a generalized and indirect knowledge about reality, which is implemented through the solution of problem tasks. At the same time, the content of problem tasks is reflected in the system of mental actions, which, together with the work and study of technological material, contribute to the development of a certain direction of thinking, which is characterized by a special structure.

Linguodidactic thinking is conceptual and figurative in nature, and its development is possible only if the teacher has innovative thinking and a creative approach to choosing appropriate tasks, methods and practical actions in Latin lessons. Many factors influence the development of students' interests. These include: the age of a person, his activity and other environmental factors. When it comes to the development of linguodidactical thinking in Latin lessons, there are many students with different interests, which are manifested only in certain circumstances. Their identification is mainly determined by factors such as emotions and motives, which are not formed simultaneously with intellectual inclinations and do not allow students to maximize their abilities. Many students' abilities remain undeveloped and unused.

In the current educational environment, it is very important to create an environment that stimulates students' behavior and cognitive activity in order to develop linguodidactical thinking in latin lessons, which mainly affects teaching methods and active participation of students.

The content, volume and level of complexity of the tasks should correspond to the capabilities and interests of students. In particular, the tasks used in latin lessons in groups have special educational values. Thanks to the teacher, the students' collective cooperation is being implemented. Students also learn responsibility.

In this regard, the task of higher education institutions and teachers is to prepare the appropriate material and technical base so that students have access to various



materials, interesting information, necessary tools, and technical equipment. The development of students' linguodidactical thinking in latin lessons is one of the main tasks in the process of technical education. It is not limited to tasks alone, but should also take into account the cognitive activity and interests of students, as well as the formation of attitudes and medical technical culture. The correct development of students' linguodidactical thinking in latin lessons is possible due to their innovative thinking and creative approach.

For this, it is important for the teacher to pay attention to the selection of appropriate tasks and take a number of practical measures.

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