

**MINISTRY OF SCIENCE AND HIGHER EDUCATION
RUSSIAN FEDERATION**

**FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF
HIGHER EDUCATION
NORTH-CAUCASUS FEDERAL UNIVERSITY**

Methodological Guidelines
for Students on arranging and performing independent work
in the Discipline of Latin Language
for Students majoring (Specialty) in 31.05.01 General Medicine

Methodological Recommendations for Studying Theoretical Material

When performing the independent study of theoretical material, the student must follow the rules as set below. The working curriculum of the respective academic discipline shall be recommended to be used as the basis for such activity. According to the schedule of classroom lessons and independent work, a different number of hours is to be allocated for studying individual topics. A significant portion of the student's independent work should be allocated to mastering the material on the covered topic, writing a summary (notes) on the specified theoretical blocks, and searching for additional literature based on the NCFU library and via the Internet system. The lecture material shall not cover all theoretical material; the greater part of it must be mastered through independent work. Given the above, working with the recommended literature is mandatory. Special attention must be paid to the content of the main provisions and conclusions, the explanation of phenomena and facts, and the understanding of the practical application of the theoretical issues under consideration. In the process of this work, the student should strive to understand and memorize the main provisions of the material being considered, the examples illustrating it, as well as to understand the illustrative material. Preparation should be completed by drawing up a plan (summary/notes) on the material (issue) being studied. This allows for the creation of a concentrated, concise representation of the issues being studied. First, studying the recommended literature is to be done. Special attention must be paid to the content of the main provisions and conclusions, the explanation of phenomena and facts, and the understanding of the practical application of the theoretical issues under consideration.

During this work, the student should strive to understand and memorize the main provisions of the material being considered, the examples illustrating it, as well as to understand the illustrative material. Preparation should be completed by drawing up a plan (summary/notes) on the material (issue) being studied. This allows for the creation of a concentrated, concise representation of the issues being studied. If necessary, one should seek (advice) consultation from the instructor. When going to a consultation, it is necessary to thoroughly think through the questions that require clarification. Keeping records contributes to turning reading into an active process, mobilizing motor memory along with visual memory. The following should be born in mind: a student who systematically keeps records creates their own individual stock of auxiliary materials for a quick review of what has been read and for the mobilization of accumulated knowledge. Records are especially important and useful when they reflect the thoughts that arose during independent work.

It is important to develop the students' capacity to compare sources and to think through the material being studied.

Improving note-taking skills among students is of great importance.

The instructor may recommend the following main forms of recording to students: a plan (simple and detailed), excerpts, and theses (abstracts).

The results of note-taking can be presented in various forms.

- A plan is an outline of the read material, a brief (or detailed) list of questions reflecting the structure and sequence of the material.
- A detailed plan fully replaces a summary.
- A summary (notes) is a systematized, logical presentation of the source material. Four types of summaries are distinguished:
 - Outline-summary (Plan-notes) – this is an expanded, detailed plan in which sufficiently detailed records are provided for those points of the plan that need explanation.
 - Textual summary – this is the reproduction of the most important provisions and facts of the source.
 - Free summary – these are clearly and briefly formulated (stated) main provisions resulting from a deep understanding of the material. It may contain excerpts, quotations, and theses; part of the material may be represented by a plan.

- Theme-based summary – this is compiled on the basis of studying a number of sources and gives a more or less exhaustive answer according to a certain scheme (issue).

Methodological Guidelines for the Preparation for Practical Activities

When preparing for practical activities, the recommendation implies studying the control questions for the given lesson and the theoretical material from one's own notes.

The main form of work during the lessons is an interview (discussion). Each student must be ready to speak on all issues raised in the plan and demonstrate maximum activity during their consideration.

The speech must be constructed freely, convincingly, and with arguments. The instructor ensures that the speech is not reduced to a reproductive level (simple reproduction of the text); simple reading of the summary is also not allowed.

It is necessary for the speaker to show their own attitude towards what they are talking about, express their personal opinion and understanding, substantiate it, and be able to draw the correct conclusions from what has been said. In doing so, the student may refer to the entries in the summary, directly to the primary sources, use knowledge of previously studied disciplines, etc. In addition, to obtain a grade at an advanced level, students solve situational tasks based on the results of the mastered topics.

During the execution of practical works, a defense of practical skills is provided, the full list of which is specified in the fund of assessment tools.

Methodological Recommendations for the Preparation of Presentations and Reports

The report must contain elements of novelty; along with the fundamental aspect, an analysis of the current state of the problem under study must be carried out, as well as inclusion in regional issues. The report must include an introduction, a theoretical part, a conclusion, a list of literature, and a presentation that reveals the essence of the topic in graphs, pictures, diagrams, and formulas.

The report is recommended to be submitted on 1 printed sheet. The text of the work must be printed with 1.5 line spacing on one side of a standard sheet (A4) of white paper.

The text and other printed elements of the work must be black, and the contours of letters and signs must be clear, without halos and shading. The font must be Times New Roman, size 14. The titles of chapters and paragraphs are highlighted in bold. The sheet with text must have margins: left – 30 mm, right – 10 mm, top – 20 mm, bottom – 20 mm.

Page numbering of the text is done in the lower right corner of the sheet. It is necessary to number pages starting from the page where the Introduction is printed, on which the number 3 is placed. After that, all pages, including appendices, are numbered.

A space equal to two intervals is placed between the title of the chapter and the title of the paragraph of this chapter, and the title of the paragraph must not be separated from the text of this paragraph by a space. The titles of paragraphs shall be separated from the text of the previous paragraph by a space equal to two intervals. Each chapter, as well as the introduction, conclusions, appendices, and the list of used literature, begin on a new page. The word Chapter is not to be written. Chapters have ordinal numbers within the entire work, designated by Arabic numerals (for example: 1, 2, 3), followed by a period.

The word **PARAGRAPH** or the paragraph symbol (§) is not placed in the title. Paragraphs have ordinal numbers within the chapters, designated by Arabic numerals (for example: 1.1. and 1.2.).

Headings of chapters and paragraphs in the text must be centered; a period shall not be placed at the end of the title of the chapter and paragraph. It is not allowed to hyphenate (transfer) a part of a word in a heading. 4.5. The numbering of tables and figures can be running (continuous) or relate to the number of the chapter and paragraph. For example, if a table or a figure is included in the text of the first paragraph of the second chapter, the numbering is as follows: Table 2.1.1., Fig. 2.1.1.

The last digit means the ordinal number of the table (or figure) in this paragraph.
The table is to be placed as the next page after the first mention of it in the text.

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**Guidelines for performing practical work in the discipline
Latin Language**

Specialty: 31.05.01 General Medicine
Mode of training: Full-time
Year of commencement of studies: 2026
Delivered in Semester 1, 2

Stavropol, 2026

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1. Introduction

Methodological guidelines for practical classes for students in the discipline "Latin language" are developed in accordance with the working program of the discipline in the field of training 31.05.01 General Medicine.

The main form of work of the student is work in practical classes, which will allow you to deeply penetrate into the essence of the problem under consideration and prepare the ground for writing further course papers and thesis. But for successful educational activity, its intensification, it is necessary to take into account the following subjective factors: knowledge of the program material, the presence of a solid knowledge system necessary for mastering the basic disciplines provided by the program, the totality of which determines the level of mastery of the diachronic, historical component of the history and theory of the languages being studied; the presence of developed skills, mental work skills (the ability to make deep, thorough analysis when working with a book, Internet sources, (knowledge of logical operations: comparison, analysis, generalization, definition of concepts, rules of systematization and classification); the specifics of cognitive mental processes (attention, memory, speech, observation, intelligence and thinking); the ability and habit of independent work organization associated with the presence of super-tasks, an objectively set final goal of mastering knowledge, professional orientation, after arbitrary creative attention.

Adequate assessment of knowledge, merits, and shortcomings is an important component of a person's self-organization, and without it, successful management of one's behavior and activities is impossible.

The main factor in optimizing a student's work during practical classes is the teacher's preparation of the practical class, the systematic nature of the material presented to the student, the availability and accessibility of specialized literature and necessary internet sources, the database of test questions, the correctness and specificity of the assignments given for home completion, and the relevance of the material covered in the practical class.

Practical lesson 1

Topic of the lesson: The Latin Alphabet

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions on the topic:

1. How is the vowel i pronounced when it is before the vowels a, e, o and u?
2. How is the consonant c pronounced before vowels?
3. How is the combination of letters ae pronounced?
4. How are the combinations of letters ph, ch and sch pronounced?
5. How are the combinations of letters rh and th pronounced?
6. How is the combination of letters oe pronounced?
7. How are the combinations of letters au and eu pronounced?
8. How is the letter s pronounced between vowel sounds?
9. What is the origin of words with the letters z and y?
10. Which words in Latin are written with a capital (big) letter?

Practical lesson 2

Topic of the lesson: Stress placement rules.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. How is the stress placed in words with more than three syllables?
2. How is the stress placed in words with two syllables?
3. How is the length or shortness of a vowel in a syllable indicated?
4. List the long suffixes in anatomical and histological terminology.
5. List the long suffixes in pharmaceutical terminology.
6. List the long suffixes in clinical terminology.
7. List the short suffixes in anatomical terminology.
8. List the short suffixes in pharmaceutical terminology.
9. List the short suffixes in clinical terminology.
10. Before which combinations of consonants does the vowel remain short?

Practical lesson 3

Topic of the lesson: Noun (NOMEN SUBSTANTIVUM).

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What is a noun in grammar?
2. What are the genders of nouns in Latin?
3. What are the numbers of nouns in Latin?
4. Name the cases of nouns in Latin.
5. What are the most commonly used cases in medical terminology?
6. What are the types of declension of nouns in Latin?
7. Describe the types of declension of nouns in Latin.
8. Describe the Greek-derived nouns that are not part of the Latin declension system.

Practical lesson 4

Topic of the lesson: Adjective (NOMEN ADJECTIVUM).

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What is an adjective in grammar?
2. Define adjectives of the I and II declension.
3. What is the dictionary form of adjectives of the I and II declension?
4. What other parts of speech are declined like adjectives of the I and II declension?
5. Define adjectives of the III declension.
6. What groups are adjectives of the III declension divided into?
7. What is the dictionary form of adjectives of the III declension?
8. How do nouns and adjectives agree?
9. What is the substantivization of adjectives in medical terminology?

Practical lesson 5

Topic of the lesson: Comparative and superlative degrees of comparison of adjectives.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What are the degrees of comparison of adjectives in Latin?
2. How is the comparative degree of an adjective formed?
3. Which adjectives in the comparative degree are used in the meaning of the positive degree of comparison?
4. How is the superlative degree of comparison of adjectives formed?
5. Which adjectives have a special form for forming the superlative degree?
6. What are the features of using the degrees of comparison of the adjectives "big" and "small"?
7. What is the word order in multi-word terms with coordinated and uncoordinated definitions?

Practical lesson 6

Topic of the lesson: The endings of masculine nouns of the third declension in the nominative case and models of their transition to the genitive case.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What are the G.S. endings of masculine III-declension nouns ending in -es in N.S.?
2. What are the G.S. endings of masculine III-declension nouns ending in -ex in N.S.?
3. What are the G.S. endings of masculine III-declension nouns ending in -o in N.S.?
4. What are the G.S. endings of masculine III-declension nouns ending in -or in N.S.?
5. What are the G.S. endings of masculine III-declension nouns ending in -os in N.S.?
6. What is the position of the noun mater in combination with an adjective?

Practical lesson 7

Topic of the lesson: Nominative case endings for feminine nouns of the third declension and patterns of their transition to the genitive case.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What are the G.S. endings of feminine nouns of the 3rd declension endings in -do in N.S.?
2. What are the G.S. endings of feminine nouns of the 3rd declension endings in -go in N.S.?

3. What are the G.S. endings of feminine nouns of the 3rd declension endings in -io in N.S.?
4. What are the G.S. endings of feminine nouns of the 3rd declension endings in -es in N.S.?
5. What are the G.S. endings of feminine nouns of the 3rd declension endings in -io in N.S.?
6. What are the G.S. endings of feminine nouns of the 3rd declension endings in -us in N.S.?
7. What are the G.S. endings of feminine nouns of the 3rd declension endings in consonant + s in N.S.?
8. What are the G.S. endings of feminine nouns of the 3rd declension endings in vowel + x (except -ex) in N.S.? What are the G.S. endings of feminine nouns of the 3rd declension with consonant + x in N.S.?

Practical lesson 8

Topic of the lesson: Third-declension neuter noun endings in the nominative case and variants of these endings in the genitive case.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What are the endings G.S. for neuter nouns of the third declension with -al in N.S.?
2. What are the endings G.S. for neuter nouns of the third declension with -ar in N.S.?
3. What are the endings G.S. for neuter nouns of the third declension with -e in N.S.?
4. What are the endings G.S. for neuter nouns of the third declension with -en in N.S.?
5. What are the endings G.S. for neuter nouns of the third declension with -ma in N.S.?
6. What are the endings G.S. for neuter nouns of the third declension with -ur in N.S.?
7. What are the endings G.S. for neuter nouns of the third declension with -us in N.S.?
8. What are the endings G.S. for neuter nouns of the third declension with -ut in N.S.?
9. What are the endings G.S. for neuter nouns of the third declension with -c in N.S.?
10. What are the endings G.S. for neuter nouns of the third declension with -l in N.S.?

Practical lesson 9

Topic of the lesson: Nominative Plural (NOMINATIVUS PLURALIS).

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What endings do nouns of the 1st and 2nd declension have in Nominativus pluralis?
2. What endings in Nominativus pluralis do nouns of the third declension of the masculine and feminine gender have?
3. Which third declension neuter nouns have the ending -ia in Nominativus pluralis?
4. Which adjectives of the third declension of the neuter gender have the ending -ia in Nominativus pluralis?
5. What nouns and nouns of the third declension of the neuter gender have the ending -a in Nominativus pluralis?
6. What endings in Nominativus pluralis do nouns of the IV declension of the masculine and neuter gender have?
7. What endings do V declension nouns have in Nominativus pluralis?

Practical lesson 10

Topic of the lesson: Genitive Plural (GENETIVUS PLURALIS).

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What endings do first-declension nouns have in the Genetivus pluralis?
2. What endings do second-declension nouns have in the Genetivus pluralis?
3. What third-declension nouns have -ium endings in the Genetivus pluralis?
4. What third-declension adjectives have -ium endings in the Genetivus pluralis?
5. What are the declension characteristics of the word vas, vasis n?

6. What endings do fourth- and fifth-declension nouns have in the Genetivus pluralis?

Practical lesson 11

Topic of the lesson: Accusative singular and plural (ACCUSATĪVUS SINGULARIS ET PLURALIS).

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What endings in the Accusativus pluralis do nouns of the 1st and 2nd declension have?
2. What endings in the Accusativus pluralis do nouns of the 3rd declension have?
3. What endings in the Accusativus pluralis do nouns of the 4th declension have?
4. What endings in the Accusativus pluralis do nouns of the 5th declension have?
5. What nouns of the 3rd declension have the -im ending in the Accusativus pluralis?
6. After which prepositions is the Accusativus used?

Practical lesson 12

Topic of the lesson: Ablative singular and plural (ABLATĪVUS SINGULĀRIS ET PLURĀLIS).

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What endings do 1st declension nouns have in Ablativus singularis et pluralis?
2. What endings do 2nd declension nouns have in Ablativus singularis et pluralis?
3. What endings do 3rd declension nouns have in Ablativus singularis et pluralis?
4. What endings do 4th declension nouns have in Ablativus singularis et pluralis?
5. What endings do 5th declension nouns have in Ablativus singularis?
6. What 3rd declension nouns have -i endings in Ablativus singularis?
7. What 3rd declension adjectives have -i endings in Ablativus singularis?
8. What participles have -i endings in Ablativus singularis?
9. After which prepositions is the Ablativus pluralis used?

Practical lesson 13

Topic of the lesson: Terms denoting muscle names by their function, features of their grammatical structure and translation.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What is the Latin word for *abductor muscle*, *adductor muscle*?
2. What is the Latin word for *levator muscle*, *buccinator muscle*?
3. What is the Latin word for *constrictor (of the nostril)*?
4. What is the Latin word for *corrugator muscle*, *depressor muscle*?
5. What is the Latin word for *extensor muscle*, *dilator muscle*?
6. What is the Latin word for *erector muscle*, *flexor muscle*, *extensor muscle*?
7. What is the Latin word for *rotator muscle*, *tensor muscle*?
8. What is the Latin word for *masseter muscle*?
9. Which muscles are these – *sphincter*, *pronator*, *supinator*, *constrictor*?

Practical lesson 14

Topic of the lesson: Prefixes in anatomical and histological terminology.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What is prefixation in grammar?
2. What is the meaning of the Latin prefix *intra-* (Greek *en-*, *endo-*)?
3. What is the meaning of the Latin prefix *extra-* (Greek *ecto-*, *exo-*)?
4. What is the meaning of the Latin prefix *super-*, *supra-* (Greek *epi-*)?
5. What is the meaning of the Latin prefixes *infra-*, *sub-* (Greek *hypo-*)?
6. What is the meaning of the Latin prefixes *in-*, *im-*, *ir-* (Greek *a-*, *an-*)?
7. What is the meaning of the Latin prefixes *co-*, *col-*, *com-*, *con-*, *cor-* (Greek *sym-*, *syn-*, *sys-*)?
8. What is the meaning of the Latin prefix *contra-* (Greek *anti-*)?
9. What is the meaning of the Latin prefixes *ante-*, *prae-* (*pre-*) (Greek *pro-*, *pro-*)?
What is the meaning of the Latin prefixes *post-*, *retro-* (Greek *meta-*)?
10. What is the meaning of the Latin prefix *inter-* (Greek *dia-*, *di-*, *meso-*)?
11. What is the meaning of the Latin prefixes *a-*, *ab-* (Greek *apo-*)?
12. What is the meaning of the Latin prefix *circum-* (Greek *peri-*)?
13. What is the meaning of the Latin prefixes *e-*, *ef-*, *ex-* (Greek *ec-*)?
14. What is the meaning of the Latin prefix *trans-* (Greek *meta-*)?
15. What is the meaning of the Latin prefix *per-* (Greek *dia-*)?

Practical lesson 15

Topic of the lesson: Introduction to Latin Pharmaceutical Terminology.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What words are included in pharmaceutical terminology?
2. Define the term "medicines."
3. Which names are capitalized in the dictionary form and within the term?

4. Which names are capitalized as part of the first word of a term, but lowercase within the term, in prepositional constructions, outside the name of a specific pharmaceutical drug, and in dictionary form?
5. Which names are lowercase in the dictionary form, but uppercase at the beginning and within the term?
6. Which names are lowercase both in the dictionary form and within the term?
7. Name solid dosage forms.
8. Name soft dosage forms.
9. Name liquid dosage forms.

Practical lesson 16

Topic of the lesson: Rules for the formatting of single-word and multi-word terms.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What gender are tree names in Latin terminology?
2. Do medicinal plant names begin with a lowercase or uppercase letter?
3. Which plant parts are most important in pharmacology?
4. What form do the word "oil" and the name of the medicinal plant take in Latin terms like "sunflower oil"?
5. What declension and gender do names of medicinal products obtained by processing raw materials or synthetically belong to?
6. What suffixes are present in most of these names?
7. What meanings do the Greek prefixes a-(an-), anti-, hyper-, hypo-, and syn have in medicinal names?
8. What meanings do the frequent segments *-cillin-*, *-menth-*, *-cycl(o)-*, *-mycyn-*, *myc(o)-*, *-pyr-*, and *-strept-* have in medicinal names?
9. In what order are the dosage form name and the medicinal product name written when naming medicinal products?
10. In what position and with what agreement is an adjective usually written that characterizes certain qualities of a dosage form, if this adjective is part of the name of the drug?

Practical lesson 17

Topic of the lesson: The verb and the Imperativus and Coniunctivus forms conveying commands in the Latin part of a prescription.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What verb forms are used to convey orders in a prescription?
2. How are Imperativus singularis and Imperativus pluralis forms formed?
3. How is the Coniunctivus praesentis passive formed for use in a prescription?
4. How are the following verbs written in Latin in a prescription: Take! Dispense! Mix! Designate!?
5. How are the following verbs written in Latin in a prescription: Let it be mixed! Let it be...?
6. In what case is the noun placed after the verb in Imperativus?
7. In what case is the noun placed after the verb in Coniunctivus?
8. In what case is the name of a medicine written in a prescription if the quantity of that medicine is specified? What are the meanings of the frequency segments -cyt-, -form-, -fura-, -ichthy-, -poly-, -rhe(o)- in the names of medicines?

Practical lesson 18

Topic of the lesson: Prescription. Rules for the Latin part of a prescription.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What is a medical prescription?

2. What word does the Latin part of a prescription begin with?
3. In what units can the quantity of a medicinal substance be expressed in a prescription?
4. How is a whole number of grams expressed?
5. When is the quantity of a medicinal substance expressed in drops in a prescription?
6. What numbers indicate the number of drops in a prescription?
7. How do you say "Quickly! Immediately! Repeat!" in a Latin prescription?
8. What meanings do the frequent segments *-anth-*, *-ephedr-*, *-glyc(y)-*, *-phyll-*, *-phyt-*, *-the(o)-* have in the names of medicines?

Practical lesson 19

Topic of the lesson: Prescription of medicinal forms in the accusative singular and plural.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What dosage forms are prescribed in Accusativus singularis?
2. How do you write the quantity 3 in a Latin prescription?
3. What form is used to write the drug name when specifying its weight?
4. What expression is usually used to indicate the number of dosage forms?
5. What dosage forms are prescribed in Accusativus pluralis?
6. What preposition is used to introduce the name of the active drug ingredient in tablets, hard candies, lozenges, suppositories, ophthalmic films, sponges, and wipes?
7. What meanings do the following frequent segments *-aesthes-*, *-cain-*, *-camph-*, *-erithr-*, *-haem-*, *-oestr-*, *-test-*, *-thym-*, *-thyr(e)o* have in drug names?

Practical lesson 20

Topic of the lesson: Latin Chemical Terminology.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What gender and declensions are used for the names of chemical elements in Latin terminology?
2. How are oxide names formed in Latin terminology?
3. How are acid names formed in Latin terminology?
4. How are oxyacids with a higher oxygen content named?
5. How are acids with a lower oxygen content named?
6. How are anoxigen-free acids named?
7. What is the significance of the frequency segment *-az-* (*-(a)zid-*, *(a)zin-*, *-(a)zol-*, *-(a)zon-*) in drug names?
8. What are the significance of the frequency segments *-cian-*, *-cyan-*, *-benz-*, *-hyd(r)-*, *-naphth-*, *-oxyr-*, *-phosph-*, *-phtha(l)-*, *-phthoro-* in drug names?

Practical lesson 21

Topic of the lesson: Names of Salts.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What are the two parts that make up the names of salts?
2. What nouns are used as the names of cations?
3. What nouns are used as the names of anions?
4. What is the ending in Nom.Sing. for anions with the highest oxygen content?
5. What is the ending in Nom.Sing. for anions with a lower oxygen content?
6. What is the suffix and ending for anions that do not contain oxygen?
7. What prefix is used to form the names of anions in basic salts?
8. What prefix is used to form the names of anions of acidic salts?
9. What are the meanings of the frequency segments *-aeth-*, *-meth-*, *-morph-*, and *-phen-* in the names of medicines?

Practical lesson 22

Topic of the lesson: Vitamin Names.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. Which pharmaceutical names of vitamins correspond to their letter designations: A, B1, B5, B6, B2, B12, B9, C, D2, E, K, P, PP, U?
2. What word denotes the duration of a drug's action?
3. What French and English equivalents are used for the Latin designations of drug duration?
4. What word denotes the average duration of a drug's action?
5. What prefixes denote the maximum duration of a drug's action?
6. How are stronger or milder pharmaceutical effects indicated by higher or lower drug concentrations?
7. What meanings do the frequency segments -lys- (-lysin-), -lytin-, -ozo-, -thromb-, and -zym- (-zy-) have in drug names?

Practical lesson 23

Topic of the lesson: Abbreviations in prescriptions.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. Which names are never abbreviated in prescriptions?
2. What is the abbreviation for the term "ana" in a prescription?
3. What is the abbreviation for the term "ad usum externum" in a prescription?
4. What is the abbreviation for the term "Repēte. Repetātur." in a prescription?
5. What is the abbreviation for the term "Da. Detur. Dentur" in a prescription?
6. What is the abbreviation for the term "Da (Dentur) tales doses" in a prescription?
7. What is the abbreviation for the term "fiat, fiant" in a prescription?
8. What is the abbreviation for the term "in ampullis" in a prescription?
9. What is the abbreviation for the term "Misce. Misceātur" in a prescription?
10. What is the abbreviation for the term "Misce. Da. Signa. Misceātur. Detur. Signētur" in a prescription?
11. What is the abbreviation for the term "pro injectionibus" in a prescription?
12. What is the abbreviated version of the term "Recīpe" in a prescription?

Practical lesson 24**Topic of the lesson: Abbreviations in prescriptions.**

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What part of a word can be considered a term element?
2. Which term elements are called affixal?
3. On what syllable is stressed in most single-word clinical terms ending in -ia?
4. In which three terms ending in -ia in psychiatry and psychology is stress always on the third syllable from the end of the word?
5. In what senses is the term pathologia used in Latin terminology?
6. What does the term therapia manuālis mean?
7. What does the term anthrop- mean, and what is its equivalent in Latin?
8. What do the terms haem-, haemat- mean, and what is its equivalent in Latin?
9. What do the terms iatr-, -iāter mean, and what is its equivalent in Latin?
10. What does the term log- mean, and what is its equivalent in Latin?
11. What does the term mast- mean, and what is its equivalent in Latin?
12. What does the term odont- mean, and what is its equivalent in Latin? What does the term ophthalm-, -ophthalmia mean and what is its equivalent in Latin?

Practical lesson 25

Topic of the lesson: Names of Medical Sciences and Specialists.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What does ophthalmology do?
2. What does physiology do?
3. What is geriatrics?
4. What is logopaedia?
5. How do you translate the term "morbi interni"?
6. How do you translate the term "morbi infectiōsi"?
7. What does a paediāter do?
8. What does a diagnosta do?
9. What does a pathoanatomist do?
10. What does an osteopath do?

Practical lesson 26

Topic of the lesson: Names of functional disorders, pathological processes and conditions.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What does the term dysgeusia mean?
2. What does the term dyskinesia mean?

3. What does the term *dysfunctio renum* mean?
4. What does the term *diathermia* mean?
5. What does the prefix *auto-* mean?
6. What does the prefix *di-* mean?
7. What does the prefix *hemi-* mean?
8. What does the prefix *mono-* mean?
9. What does the term *erythēma* mean?
10. What does the term *encephalopathy* mean?
11. What does the term *-ergia* mean?
12. What does the term *-mania* mean?
13. What does the term *-phobia* mean?
14. What does the term *-plegia* mean?

Practical lesson 27

Topic of the lesson: Names of qualitative and quantitative deviations from the norm in anatomical and histological structures and physiological processes.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What prefixes express an increase or decrease in a physiological function or process?
2. What does the term *hyperaesthesia* mean?
3. What does the term *tachypnoë* mean?
4. What does the term *bradykinesia* mean?
5. What terminological elements express an increase or decrease in the size of anatomical and histological structures?
6. What does the term *brachydactylia* mean?
7. What does the term *hepatomegalia* mean?
8. What does the term *microcephalia* mean?
9. What terminological elements express an increase or decrease in quantitative characteristics?
10. What does the term *oligodentia* mean?
11. What does the term *polyuria* mean?

Practical lesson 28

Topic of the lesson: Names of inflammatory diseases. Names of accumulations and other pathological conditions of fluid substances and their transport pathways.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What terminology is commonly used to describe inflammatory diseases of tissues or organs?
2. What does the term *gastroënterocolitis* mean?
3. What does the term *inflammatio purulenta* mean?
4. What does the term *inflammatio erysipetalosa* mean?
5. What is the name of the specific protein-rich fluid containing blood cells that typically forms in inflammatory conditions?
6. What is the name of the protein-poor fluid formed from the liquid portion of the blood during edema and accumulating in tissue crevices?
7. What does the term *oedema allergicum* mean?
8. What does the term *hydrops sacci lacrimalis* mean?
9. What does the term *hydrocephalia* mean?
10. What does the term *pneumohaemothorax* mean?

Practical lesson 29

**Topic of the lesson: Names of endogenous pathological changes in tissues and formations
Names of adhesions, fissures, cracks and clefts.**

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What terms are used to describe all endogenous changes in the shape of tissue or organs?
2. What does the term *synphalangia* mean?
3. What does the term *fissūra ossis* mean?
4. What does the term *rhagādes cutis* mean?
5. What terminological element expresses the concept of "softening"?
6. What does the term *myomalacia* mean?
7. What terminological element expresses the concept of "decrease in density"?
8. What does the term *osteoporosis* mean?
9. What noun denotes the concepts of "compaction" and "hardening"?
10. What does the term *sclerōsis focālis* mean?
11. What does the term *cardiosclerōsis* mean?
12. What noun denotes the concept of "necrosis"?
13. What does the term *necrōsis neurogēna* mean?

Practical lesson 30

Topic of the lesson: Names of tissue and organ damage caused by external factors.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What does the term *avulsio* mean?
2. What does the term *ectopia* mean?
3. What does the term *luxatio* mean?
4. What does the term *ophthalmorrhēxis* mean?
5. What terminological element is commonly used to express the concept of "drooping"?
6. What does the term *blepharoptosis* mean?
7. What term describes tissue damage due to mechanical action?
8. What term describes tissue damage due to thermal, chemical, electrical, or radiation exposure?
9. What does the term *congelatio* mean?
10. What does the term *contusio* mean?

Practical lesson 31

Topic of the lesson: Names of Surgical Procedures.

The purpose of the lesson is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Knowledge and skills acquired by the student as a result of mastering the topic and the competencies formed:

UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.

The relevance of the topic: studying the theoretical foundations and rules of using Latin in medical practice allows a specialist to communicate freely using Latin terms in their professional field and fully implement their professional competencies.

Control questions and assignments on the topic:

1. What does the term *myotomia* mean?
2. What does the term *rhinoplasty* mean?
3. What does the term *alloplastīca* mean?
4. What does the term *exstirpatio* mean?
5. What does the term *trepanatio* mean?
6. What does the term *implantatio* mean?
7. What does the term *replantatio* mean?
8. What does the term *homoplastīca* mean?
9. What does the term *chir-* (*manus*) mean?
10. What does the term *cry-* (*gelu*) mean?
11. What do the term *pneum-*, *pneumon-* (*pulmo*) mean?
12. What does the term *xen-* (*aliēnus*) mean?