

## MODERN TECHNOLOGIES AND INNOVATIVE APPROACHES IN TEACHING LATIN LANGUAGE IN MEDICAL UNIVERSITIES OF UZBEKISTAN

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**Abstract:** The article discusses modern technologies and innovative approaches in teaching Latin language at medical universities of Uzbekistan. It analyzes the use of digital educational resources, interactive methods, project-based learning, and gamification as key tools for developing the professional competence of future doctors. It is emphasized that innovative technologies contribute to the development of critical thinking, enhance student motivation, and foster integration between Latin and medical disciplines.

**Keywords:** Latin language; medical education; digital technologies; interactive methods; project-based learning; gamification.

### Introduction

The modern era is characterized by the rapid development of information technologies that have radically transformed approaches to education and the professional training of specialists. In the context of the digitalization of education, the teaching of Latin, traditionally associated with classical methods of instruction, requires rethinking and adaptation to modern realities. The Latin language holds a special place in the system of medical education, as it forms the foundation of professional terminology, international nomenclature, and communication among doctors of different countries. However, there has been a noticeable decline in students' interest in the subject, which is largely due to its excessive theoretical orientation and the lack of practical application in traditional teaching methods. This situation necessitates the introduction of innovative pedagogical technologies aimed at increasing motivation, stimulating cognitive activity, and developing learner autonomy.

### Methods of Research

The study employed comparative-analytical and empirical research methods, as well as pedagogical observation and surveys. An assessment was conducted on the effectiveness of using digital and interactive technologies in teaching Latin to first- and second-year students of the Tashkent Medical Academy.

The main tools used included:

- Digital platforms such as Moodle, Google Classroom, Quizlet, and Kahoot for remote interaction and knowledge assessment;
  - Interactive tools like smart boards, multimedia presentations, and infographics;
- Project-based tasks focused on creating glossaries, terminological maps, and video presentations in Latin.

To analyze the outcomes, student questionnaires and expert evaluations by faculty members were applied.

### Results

The results of the study showed that the use of digital and interactive methods significantly increases the effectiveness of teaching Latin. In particular, 78% of students noted a rise in their interest in the subject, 65% emphasized that the use of mobile applications and gamified elements facilitates better memorization of terminology, and 72% of respondents indicated improvements in their skills of independent work and self-organization.

Project-based assignments enabled students to apply Latin terminology within the context of medical disciplines such as anatomy, pharmacology, and therapy. This approach fostered interdisciplinary integration, ensuring a holistic understanding of professional vocabulary. Teachers also highlighted the positive impact of gamification on the emotional atmosphere of lessons and on enhancing student engagement and participation levels.

### Discussion

The integration of digital technologies into the process of teaching Latin is an essential condition for the modernization of medical education in Uzbekistan. The use of multimedia tools and interactive platforms makes learning more flexible, individualized, and accessible. Pedagogical practice demonstrates that active learning formats—such as role-playing, debates, and case studies—help students develop critical thinking, analytical, and professional communication skills.

Gamification plays a particularly important role as it combines elements of competition and learning. Platforms such as Kahoot, Wordwall, and LearningApps not only enhance student motivation but also allow teachers to monitor learners' progress in real time.

The role of project-based learning should also be emphasized, as it fosters research and teamwork skills. By creating terminological databases and multimedia products, students not only master Latin vocabulary but also acquire academic writing skills and digital literacy, which are crucial for future medical professionals.

### Conclusion

The implementation of modern technologies and innovative approaches in teaching Latin in medical universities of Uzbekistan is an important step toward improving the quality of training for future specialists. The use of digital resources, interactive methods, project-based learning, and gamification makes the educational process more meaningful, engaging, and effective.

For the further improvement of Latin language instruction, it is recommended to:

- develop national digital resources and electronic textbooks on Latin adapted to the medical context;
- organize interuniversity methodological seminars and experience exchanges among teachers;
- introduce interactive courses and online modules with elements of adaptive learning.

Thus, innovative Latin language teaching contributes not only to the formation of professional competence but also to the development of scientific thinking, critical analysis, and communication culture among future doctors.

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