

LATIN IS THE UNIVERSAL LANGUAGE AND ITS BENEFITS OF LEARNING

Tuychieva Odina

*senior teacher, Fergana Medical Institute of Public Health,
Uzbekistan, Fergana city*

Abstract

The article deals with the phenomenon of Latin as a universal cultural code that continues to be actively used in various spheres of life. Knowledge of Latin not only facilitates the study of many languages, but also allows to attach oneself to the world cultural values, promotes the establishment of links between Latin, ancient culture, and European civilization, gives access to the perception and understanding of works of literature and painting, enhances general erudition and professional competence, expands the cultural horizons.

Keywords: Latin alphabet, vocabulary of Latin, expressions of Latin, art and literature, Romance languages, becoming multilingual, professions, educational virtue, pleasure, simultaneous learning.

INTRODUCTION

Two-thirds of the world's population who speak different languages uses the Latin alphabet for writing. According to Friedrich, the well-known scholar of the history of writing, "the greatest success fell on Latin writing from all forms of writing. It spread not only in the Romance territory, but also conquered all the Germanic languages and penetrated deep into the Slavic territory".

It is impossible to overestimate the role of the Latin language, which it played in the life of Europe. It still has a significant component of world culture – even after leaving live conversation it has retained its ability to develop. Its history has about three thousand years: from the language of a small Italian tribe, Latin was originally the language of the whole Italy, but later the expansion of Rome led to the expansion of the Latin language space and language functions[1]. According to R. Jhering, the Roman law historian, Rome dictated the laws of the world three times, as well as brought the peoples to unity three times: the first time when the Roman people were still in full force – to the unity of the state; the second time after this people had already disappeared – to the unity of the church; third, as a result of the acquisition of Roman law in the Middle Ages, to the unity of law; the first time by external coercion, i.e. by force of arms and two other times – by force of spirit.

MAIN PART

The Roman Empire was the most powerful state of the ancient world, its borders extending from the shores of the Atlantic Ocean in the west to the eastern shores of the Euphrates River in the east, from the deserts of Africa in the south to the northern borders of Britain in the north. Latin is the language of communication in Spain, Gaul, Iberian Germany, Pannonia, Dacia, North Africa, Asia Minor, functioning at the same time as a state language and as a language of ethnic communication, with Latin relations being formed in different languages.

After the fall of Rome in 476 lingua Latina vulgaris gradually formed new languages that are part of the Romanic group – Spanish, Italian, Portuguese, French, Romanian, etc. Soon Latin stopped to be native to anyone, although the next century it existed in the status of "dead" language. At the end of the VIII century

Charlemagne, the Emperor, pursued a reform aimed at reviving the standards of classical Latin.

The main achievement of his educational activities was the creation of a network of schools, which subsequently led to the emergence of the first universities. In the Middle Ages, Latin was used in the chancellery and education, it was the language of church conversion. During the Renaissance, Latin became a universal means of international communication and occupied a central place in the system of science and culture. For a long time, it remained the only official written language: until 1733 in England, 1784 in the Czech Republic, 1795 in Poland and Hungary, the Latin language lost the state status of 1844.

The connection of Latin with modernity is most fully traced in the vocabulary. The comparative analysis of borrowed words, primarily native language with Latin, promotes their meaningful assimilation and use, avoids spelling errors, activates research interest[2]. It seems extremely interesting to discover something unusual in the usual and simple. After all, the etymology of the word is sometimes quite unexpected: the name of the vermicellus came to us thanks to the Italians. In Italian vermicelli means “worms”, from the Latin vermiculus is a worm. Indeed, dough strips resemble the shape of these pet animals[3]. Few people know that the words calcium and calculator are relatives. Latin calx (Gen. calcis) has a meaning of a soft stone, most often limestone. The name calcium was proposed by Davy, the Chemist, who identified this element from quenched lime for the first time. The diminutive calculus was used to denote small pebbles, with the help of which the children learned to count.

Latin expressions became the basis for the slogans of a number of European and other countries. Latin motto can be found on various sights, triumphal arches, stelae, obelisks, buildings, as well as in books and exlibris, banners and coats of arms. Some of them are quotes from ancient sources, others are copyrighted works; mottoes can remind of important historical events, express a leading idea or vital credo. Gens una sumus (We are one people) – The motto of FIDE, the World Chess Federation, Virtus unita fortior (United virtue is stronger) – coat of arms of Andorra, Deo juvante (With God's Help) – inscription on the coat of arms of the Principality of Monaco, Totus mundus agit histrionem (All the world plays the actor) – inscription on the gable of Shakespeare's Globus Theater.

Without Latin, it is impossible to imagine art and literature. Latin knowledge contributes to a deeper understanding of the symbols of images and symbols, but Latin phrases illustrate Christian and ancient subjects[4]. One of the most famous images that combines antique, medieval traditions, and modernity is Fortuna. Its figure is widely represented in fine arts and crafts, architecture, literary works[5]. Fortune gradually turned into a goddess of happiness, the case, good luck, the disposer of earthly goods from the goddess of fertility and abundance. She gave them people and even the state, and then became a symbol of the colloquium of nature and cosmic order.

Emphasizing the variability of Fortune, she was depicted in the form of a young woman, often winged, ready to instantly take off, on a ball or wheel, sometimes with a bandage in front of or two-faced, like Janus. Its attributes were also the cornucopia, millstone and ship's rudder. Gradually, the image of Fortuna merges with Fate, but her wheel (Rota Fortunae) is identified with the wheel of life. The following four phrases were written on the rim of it: Regnabo, Regno, Regnavi, Sum sine regno (I shall reign, I reign, I have reigned, I am without a realm).

Latin also has not died because it was reborn and renamed as French, Italian, Spanish, Portuguese, and Romanian—the five Romance languages. About 90 percent of the vocabulary of these languages comes from Latin[6]. These Romance languages are actually forms of Latin that have evolved over the centuries in various regions with some interaction from other local tongues.

There are many good reasons to study Latin:

1. **Becoming Multilingual:** Latin never truly died, but rather evolved into French, Italian, Spanish, Portuguese, and Romanian (the Romance languages). About 90 percent of the vocabulary of these languages comes from Latin. To learn Latin is therefore to begin a study of 6 languages at once.

2. **English Vocabulary and Grammar:** Studying Latin aids students in mastering English. Since 50 percent of all English words are derived from Latin—along with 80–90 percent of all polysyllabic words—students will greatly expand their vocabulary. The regular grammar of Latin is also ideal for learning English grammar or the grammar of many other languages.

3. **Professions:** Latin prepares students for many important professions that are steeped in Latin terms and phrases or in English words derived from Latin. These career fields include law, medicine, science, music, theology, philosophy, art, and literature.

4. **Writing and Reading:** The increased vocabulary and understanding of grammar gained by studying Latin enables students to write and read with greater ease and clarity.

5. **English Literature:** Latin grants students a deeper understanding of English literature prior to 1950, much of which is replete with references and citations in Latin.

6. **History:** The study of Latin and its history and influence helps students to more fully understand and appreciate the Roman Empire, which has had profound and continuing effects on Western civilization.

7. **Great Literature and Art:** Latin enables students to enjoy some of the most influential literature in the world—in the original language. Learning Latin well enough to read original Latin works is an attainable skill that imparts great satisfaction and enjoyment. Additionally, great works of art and monuments all over the world are frequently graced with Latin.

8. **Educational Virtue:** The study of Latin is an ongoing practice in linguistic puzzle-solving that generally helps students to become close and thoughtful readers and writers. Many scholars believe it also hones the mental faculties, cultivating careful analysis and attention.

9. **Pleasure:** Deciphering the “secret code” of Latin and learning how to puzzle-solve, see the meanings behind words, and read great authors in their own tongue is a pleasure that will last students a lifetime.

10. **Simultaneous Learning:** As you can see, studying Latin is a way of performing advanced study in multiple subject areas simultaneously. It is a master art that enables students to in turn master other skills and other subjects.

CONCLUSION

Knowledge of Latin contributes to the formation of sociocultural background knowledge, the expansion of linguistic outlook, including in the realm of the mother tongue. It provides professional terminological literacy for specialists in various industries, increases the cultural level, as well as it helps to join the world cultural values.

REFERENCES:

1. Albert, S. (2010). *Cottidie Latine loquamur. Textus de rebus cottidianis hodiernisque*. Saraviponti: Societas Latina.
2. Barocas, V. (1999). *Fairy tales in Latin: fabulae mirabiles*. New York: Hippocrene.
3. Beard, H. (1990). *Latin For All Occasions*. New York: Villard Books.
4. Eichenseer, C. (1984) *Latein aktiv – lateinischer Sprachführer. Lateinisch sprechen und diskutieren*. Berlin: Langenscheidt.
5. Ennius, Q. (2019). *Fragmenta*. Retrieved from <http://www.thelatinlibrary.com/enn.html>. Liber VI (fragmenta quae exstant omnia). Fragmenta 174. [Accessed March 14, 2019].
6. Stroh, W. (2013). *Latein ist tot, es lebe Latein! Kleine Geschichte einer grossen Sprache*. 8. Aufl. Berlin: List.
7. Ukolova, V. I. (2005). *Fortuna in the western world of the Middle Ages*. *Vestnik istorii, literatury,*

iskusstva. Otdelenie ist.-filol. nauk RAN. Vol. 1, 174-184.

8. Нишонова, Д. Ж., & Паттихонова, Б. (2023). “ПРЕФИКСАЦИЯ КЛИНИК АТАМАЛАРНИ ШАКЛЛАНТИРИШ УСУЛИ СИФАТИДА” МАВЗУСИНИ ЎҚИТИЛИШИ ВА ЁРИТИЛИШИ, ТЕХНИКАСИ. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 18(3), 7-12.
9. Jonibekovna, N. D. (2021). The Role Of Module Teaching System In Increasing Lesson Efficiency. *The American Journal of Social Science and Education Innovations*, 3(05), 140-144.
10. Jonibekovna, N. D. (2022). Extralinguistic Factors Determining Phonostylistic Changes. *Central asian journal of literature, philosophy and culture*, 3(5), 25-30.
11. Jonibekovna, N. D. (2022). COMPETENCE APPROACH IN THE PRACTICE OF TEACHING A FOREIGN LANGUAGE: WORLD EXPERIENCE, ANALYSIS OF OPINIONS ON THE TERM COMPETENCE. *International Journal of Pedagogics*, 2(06), 14-19.
12. Jonibekovna, N. D. (2022). THE PROBLEMS OF TEACHING LATIN IN MEDICAL INSTITUTES. *Innovative Technologica: Methodical Research Journal*, 3(06), 172-177.
13. Jonibekovna, N. D. (2022). INTEGRATION OF THE COURSE OF THE LATIN LANGUAGE COURSE WITH THE COURSE OF NORMAL ANATOMY. *Web of Scientist: International Scientific Research Journal*, 3(11), 38-40.
14. Jonibekovna, N. D. (2021). Expression of speeches in the additional construction of the German language. *Asian Journal Of Multidimensional Research*, 10(5), 164-167.
15. Нишонова, Д. Ж. (2018). Портфолио как один из альтернативных способов оценивания знаний учащихся в процессе обучения иностранным языкам. In *НАУКА И ОБРАЗОВАНИЕ: СОХРАНЯЯ ПРОШЛОЕ, СОЗДАЁМ БУДУЩЕЕ* (pp. 235-237).
16. Нишонова, Д. Ж. (2017). Теория и методика обучения иностранному языку в вузе. *Научные исследования*, 1(6 (17)), 71-72.
17. Нишонова, Д. Ж., Муминова, О. К., & Исмоилова, Ф. А. (2019). Метод проектных работ в образовательном процессе. *Вестник науки и образования*, (19-2 (73)), 56-58.
18. Нишонова, Д. Ж. (2018). Средства, модели и приёмы при обучении иностранному языку. *Достижения науки и образования*, 1(8 (30)), 62-64.
19. Нишонова, Д. Ж. (2019). Использование интерактивных методов на уроках немецкого языка. *Вопросы науки и образования*, (4 (49)), 120-123.
20. Jonibekovna, N. D., Gulomovna, B. G., Salimovna, T. O., & Karimovna, M. O. (2020). Some opinions about parameters of mnemonics. *Universal Journal of Educational Research*, 8(1), 238-242.
21. Жураева, М. Т. К., & Астонова, Г. Р. (2019). Использование социальных форм для повышения эффективности занятий (в нефилологическом направлении). *Вестник науки и образования*, (20-3 (74)), 20-22.
22. Mastura, J. R. (2022). THE ROLE OF INDEPENDENT WORDS IN THE FORMATION OF WORD COMBINATIONS IN ENGLISH AND UZBEK LANGUAGES. *Innovative Technologica: Methodical Research Journal*, 3(07), 1-7.
23. Mastura, J. R. (2022). The Use of Social Forms in Improving the Effectiveness of the

Lesson. *Eurasian Journal of Learning and Academic Teaching*, 9, 118-122.

24. Астонова, Г. Р., & Жураева, М. Т. К. (2019). Развитие письменной компетенции студентов на уроках немецкого языка. *Проблемы современной науки и образования*, (12-1 (145)), 99-101.
25. Kizi, M. T. (2020). Applying the social forms of education in teaching foreign languages. *Вопросы науки и образования*, (41 (125)), 56-60.
26. Qizi, J. M. T. (2021). The use of social forms to increase lesson effectiveness. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(3), 103-109.
27. Genjebayevna, A. P. (2022). THE ROLE OF INTERACTIVE METHODS IN TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATION INSTITUTIONS. *Web of Scientist: International Scientific Research Journal*, 3(11), 41-45.
28. Sobirovna, T. O. (2022). LOTIN TILI TARIXI VA UNING BUGUNGI KUNDAGI AHAMIYATI. *INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL*, 3(9), 95-98.
29. Туйчиева, О. С. (2021). Методика преподавания латинского языка в медицинских высших учебных заведениях. *Молодой ученый*, (1), 66-67.
30. ТУЙЧИЕВА, О. С. ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ИНТЕЛЛЕКТУАЛЬНОГО И КУЛЬТУРНОГО РАЗВИТИЯ СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ ЛАТИНСКОМУ ЯЗЫКУ. *МОЛОДОЙ УЧЕНЫЙ* Учредители: ООО "Издательство Молодой ученый", (2), 226-228.
31. Туйчиева, О. С. (2021). Использование кластерной системы как одного из видов педагогических технологий. *Молодой ученый*, (15), 341-343.
32. Sobirovna, T. O. (2022). OLIY TA'LIMDA CHET TILI O'QITISH METODIKASI. CHET TIL O'QITISH METODIKASINING UMUMDIDAKTIK PRINSIPLARI. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 186-188.
33. Tuychieva, O. (2019). Questions of increasing economic efficiency of production. *Scientific Bulletin of Namangan State University*, 1(8), 105-108.
34. Karimovna, M. O. (2022). LINGUOCULTURAL FEATURES OF PHRASEOLOGY IN UZBEK AND GERMAN LANGUAGES. *Spectrum Journal of Innovation, Reforms and Development*, 4, 317-318.
35. Нишонова, Д. Ж., Муминова, О. К., & Исмоилова, Ф. А. (2019). Метод проектных работ в образовательном процессе. *Вестник науки и образования*, (19-2 (73)), 56-58.
36. Jonibekovna, N. D., Gulomovna, B. G., Salimovna, T. O., & Karimovna, M. O. (2020). Some opinions about parameters of mnemonics. *Universal Journal of Educational Research*, 8(1), 238-242.
37. Beknazarova, M. K. (2022). THE MOST IMPORTANT CRITERIA FOR EVALUATING STUDENT KNOWLEDGE. *Web of Scientist: International Scientific Research Journal*, 3(11), 35-37.
38. Karimovna, M. O. (2021). Structural properties of additional elements. *Asian Journal Of Multidimensional Research*, 10(5), 173-178.