

UDC 378.147:811.124+811.14'02:61

DOI: <https://doi.org/10.11603/m.2414-5998.2026.2.16448>

Halyna Palasiuk

ORCID <https://orcid.org/0000-0002-0754-6394>

Mariia Kichula

ORCID <https://orcid.org/0000-0002-1781-2529>

Ivan Horbachevsky Ternopil National Medical University of the Ministry of Health of Ukraine

METHODOLOGICAL ASPECTS OF TEACHING ANCIENT GREEK BASICS WITHIN THE "LATIN LANGUAGE AND MEDICAL TERMINOLOGY" COURSE FOR MEDICAL STUDENTS

Галина Паласюк, Марія Кічула

Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України

МЕТОЛОГІЧНИЙ АСПЕКТ ВИВЧЕННЯ ОСНОВ ДАВНЬОГРЕЦЬКОЇ МОВИ У КОНТЕКСТІ ДИСЦИПЛІНИ «ЛАТИНСЬКА МОВА ТА МЕДИЧНА ТЕРМІНОЛОГІЯ» ДЛЯ СТУДЕНТІВ МЕДИЧНИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Abstract. This article provides a comprehensive scholarly analysis of the role and fundamental significance of Ancient Greek in the historical development and contemporary functioning of clinical terminology. The author emphasizes that despite rapid technological advancements, modern medicine continues to rely on classical linguistic foundations. The use of the historically established Greco-Latin terminological system is viewed not merely as a tradition but as a vital integrating factor. This system ensures the unity of scientific and practical reasoning within the global medical community, creating a universal communicative space for specialists worldwide. Particular attention is paid to the genesis of medical nominations. It is demonstrated that the origins of the clinical conceptual apparatus are directly rooted in the Ancient Greek lexical and word-formative fund, which served as the primary source for naming diseases, pathological conditions, and diagnostic and treatment methods. Furthermore, the role of Latin is analyzed in detail as a unique mediator and translator; it enabled Greek terminological elements to be adapted, systematized, and integrated into a unified terminological system that has functioned for centuries. Addressing modern medical education, the author highlights a critical discrepancy between the high requirements for students' terminological competence and the limited teaching hours allocated for classical languages in current curricula. The study notes that under these constraints, students often resort to rote memorization of complex terms without grasping their internal structure or etymology. To address this issue, the article proposes and substantiates an innovative methodological approach: introducing the fundamentals of Ancient Greek directly into the "Latin Language and Medical Terminology" course. The author argues for the logical integration of Greek grammar and vocabulary basics into the initial practical sessions on clinical terminology. This approach enables students to master term-formation algorithms, use Greek doublets consciously, and independently decipher complex multi-component terms. The study concludes that reforming the teaching of linguistic courses in medical higher education institutions by integrating Ancient Greek components is a crucial step. It is essential for fostering a high professional culture, profound erudition, and the linguistic adaptability of future physicians in the face of an ever-evolving global terminological corpus.

Key words: Greco-Latin medical terminology; Ancient Greek language; clinical terminology; terminological competence; medical education; linguodidactics; Greek terminoelements; word-formation system; international medical nomenclature.

Анотація. У статті здійснено комплексне наукове дослідження ролі та фундаментального значення давньогрецької мови у процесі історичного формування та сучасного функціонування клінічної термінології. Автор акцентує увагу на тому, що сучасна медицина, попри стрімкий технологічний прогрес, продовжує спиратися на класичний лінгвістичний фундамент. Використання історично обумовленої греко-латинської терміносистеми розглядається не просто як традиція, а як ключовий інтегруючий фактор, що забезпечує єдність наукового та практичного мислення світової медичної спільноти, створюючи універсальний комунікативний простір для фахівців різних країн. Особливу увагу в роботі приділено генезису медичних номінацій. Доведено, що основні витoki клінічного понятійного апарату безпосередньо пов'язані з давньогрецьким лексичним та словотвірним фондом, який став джерелом для створення назв хвороб, патологічних станів, методів діагностики та лікування. При цьому детально проаналізовано роль латинської мови як унікального медіатора та транслятора, завдяки якому грецькі терміноелементи були адаптовані, систематизовані та інтегровані в єдину термінологічну систему, що функціонує вже протягом багатьох століть. У контексті сучасної медичної освіти автор виокремлює гостру проблему невідповідності між високими вимогами до термінологічної компетентності майбутніх лікарів та реальною кількістю навчальних годин, що виділяються згідно з чинними навчальними планами на вивчення класичних мов. Констатовано, що за існуючих умов студенти часто змушені механічно

зазубрювати складні терміни, не розуміючи їхньої внутрішньої структури та етимології. З метою розв'язання цієї проблеми у статті пропонується та обґрунтовується інноваційний методичний підхід: запровадження вивчення основ давньогрецької мови безпосередньо в межах навчальної дисципліни «Латинська мова та медична термінологія». Автор доводить доцільність логічного поєднання основ грецької граматики та лексики з першими практичними заняттями з клінічної термінології. Це дозволить студентам опанувати алгоритми термінотворення, свідомо оперувати грецькими дублетами та самостійно дешифрувати складні багатокomпонентні назви. Зроблено висновок, що реформування підходів до викладання лінгвістичних дисциплін у медичних закладах вищої освіти шляхом інтеграції давньогрецького складника є критично необхідним кроком для формування високої професійної культури, глибокої ерудиції та мовної стійкості майбутнього лікаря в умовах постійного оновлення світового термінологічного корпусу.

Ключові слова: греко-латинська медична термінологія; давньогрецька мова; клінічна термінологія; термінологічна компетентність; медична освіта; лінгводидактика; грецькі терміноелементи; словотвірний фонд; міжнародна медична номенклатура.

Introduction. The tradition of using medical terminology in Europe spans many centuries; however, technical terms only emerged in national languages a few hundred years ago. The primary integrating factor of the global medical community – where practitioners otherwise communicate in their respective native tongues – is the shared use of historically established Greco-Latin medical terminology. While the "language of medicine" is not a spoken vernacular, it fundamentally defines the specificity of medical communication, distinguishing it from all other specialized languages. The primary tools of intellectual activity within this domain are terms that, while largely inaccessible to the general public, comprehensively encompass medical knowledge, including anatomical structures, physiological processes, pathological conditions, and therapeutic methods.

Greco-Latin terminology serves as the essential thesaurus of medical science, encompassing all fundamental concepts without which the mastery of specialized medical courses is impossible. Latin functions as the primary source not only for individual lexical units but also for foundational word-formation models. Simultaneously, the origins of medical terminology are inextricably linked to the Ancient Greek lexical and morphological fund. As literary Latin absorbed an extensive array of Greek elements, it evolved into both a prolific source for future terminological systems and a mediator for their continuous enrichment with Greek components. In the process of forming medical terminology, Latin and Latinized Greek elements interact dynamically – acquiring new meanings, entering into novel combinations, and establishing original models. Together, these elements form a cohesive and evolving terminological system.

The aim of the article is to determine the constitutive role and significance of Ancient Greek in the genesis and evolution of medical terminology, with a particular focus on the clinical domain.

Theoretical Framework. The formation of medical terminology based on Latin represents a unique linguistic phenomenon: the living system of a specific language is employed, albeit selectively, in an entirely new capacity. While Latin has ceased to exist as a spoken vernacular, it sustains an "artificial" life through its specialized application in science. This creates a distinctive nexus between classical Latin – characterized by

its fossilized morphology and lexicon – and the field of medicine. Consequently, Latin's inherent mechanisms of word formation and composition are repurposed to meet the evolving needs of medical knowledge, ensuring a stable yet functional structural framework for professional communication.

Unlike general-purpose vocabulary, terminology is socially binding; therefore, the creation of terms must be intrinsically linked to the subject-specific knowledge of the field. The current development of teaching methodologies for "Latin Language and Medical Terminology" is characterized by stringent requirements regarding the professional orientation of the educational process. Within Higher Medical Education, the study of Latin as a fundamental course primarily focuses on developing the terminological competence of future physicians. The central objective of this course is to enable students to master specific lexical and grammatical structures essential for comprehending medical terms and applying them accurately in their future professional practice (Palasyuk, 2023).

Since antiquity, medical terminology has been recognized not as separate Greek or Latin systems, but as a unified Greco-Latin framework, with the two languages becoming closely intertwined throughout medical history. The earliest, primarily clinical terms, emerged from Ancient Greek culture and were codified in the Corpus Hippocraticum during the 5th century BC. These foundational terms continue to underpin modern medical terminology. Subsequently, the Alexandrian School (4th century BC) advanced this legacy through anatomical research, compiling the first systematic lists of Hippocratic works and introducing new terminology for various bodily structures. In the 1st century AD, the Roman scholar Celsus produced an encyclopedic compendium of ancient medical knowledge in Latin. In doing so, he preserved certain terms in their original Greek, Latinized others, or translated them into the Latin vernacular, thereby establishing a multilingual terminological tradition.

Consequently, medical terminology is fundamentally rooted in the Greek terms of the Hippocratic and Galenic eras, the Latin contributions of Aulus Cornelius Celsus, and the Latin terminology coined during the Middle Ages. As medical science continues to evolve, its expanding vocabulary consistently draws lexical material from both classical languages. It was not until

the 19th century that terms from modern European languages were introduced into the medical lexicon.

Today, students in Higher Medical Education study a professional terminology divided into anatomical, pharmaceutical, and clinical sectors. While anatomical and pharmaceutical nomenclatures are predominantly Latin in origin, clinical terminology remains deeply grounded in Ancient Greek, even though its contemporary composition includes Latin elements and borrowings from modern languages.

The proficient use of clinical terminology and the ability to formulate diagnoses in Latin serve as vital indicators of a medical professional's erudition and intellectual standing. However, while the paramount importance of classical languages in shaping the lexical and conceptual foundations of medicine is widely acknowledged, a significant pedagogical challenge remains: the acute shortage of teaching hours for Latin and the complete marginalization of Ancient Greek in higher medical curricula. Unfortunately, current Ukrainian educational programs lack even a basic introduction to the fundamentals of Ancient Greek. We contend that such knowledge is indispensable for future physicians. Furthermore, we maintain that Latin cannot be effectively taught in isolation from Greek, as the two languages share an indissoluble linguistic and historical link within the medical domain.

It is a well-established historical fact that following the Roman conquest of Greece in 146 BC – a nation possessing a more advanced cultural heritage – the Roman Empire entered an Era of functional bilingualism. During this period, Latin and Greek achieved a degree of parity, with Greek becoming the essential second language of the Roman elite. Proficiency in Greek provided unprecedented access to various scientific domains, leading to the systematic translation of works by Greek thinkers, historians, and physicians into Latin. Consequently, Latin assimilated a vast corpus of Greek vocabulary, including the foundational medical terminology established by Hippocrates. Emphasizing the enduring significance of Ancient Greek in clinical nomenclature, the prominent linguist and classical scholar L. L. Zvons'ka asserts: "Greek, alongside Latin, remains a primary source of international socio-political, scientific, and technical terminology. This is particularly evident in medical language, where clinical nomenclature is predominantly composed of Greek-derived elements" (Zvonska, 1997).

During the historical development of medical nomenclature, numerous Greek terms underwent a process of Latinization. For instance, the Greek ἀρτηρία became *arteria* (artery), and θεραπεία was adapted as *therapia* (treatment). However, a significant group of terms retained their original Greek inflectional endings, such as *ascites* (abdominal dropsy), *diabetes* (urinary exhaustion), and *rhaphe* (suture). Most Ancient Greek words, however, undergo morphological changes during the Latinization process. Specifically, the Greek

feminine noun ending -η is typically replaced by the Latin -a; for example, μορφή (*form, shape*) becomes *morpha*, αεφ, and Εὐρώπη is transliterated as *Europa*.

Certain Greek feminine nouns that were incorporated into Latin medical terminology at a relatively late stage have retained their original inflectional endings. Notable examples include ράφή (*rhaphe*) – suture, and χολή (*chole*) – bile. In the case of masculine nouns, the Greek ending -ος is typically replaced by the Latin -us, as seen in βρόγχος (*bronchus*) – bronchus. Regarding neuter nouns, the Greek ending -ον is most frequently assimilated into the Latin -um, though in rare instances, the original Greek form is preserved. Examples include ὄργανον (*organum*) – organ, and ἐγκέφαλον (*encephalon*) – brain (the *encephalon*).

As previously mentioned, the origins of medical terminology are deeply rooted in Greek vocabulary and word formation. Consequently, it is imperative for students to master the Greek alphabet, enabling them to read, write, and transcribe Ancient Greek terms using Latin characters. This proficiency is a vital component of the comprehensive terminological competence required of future medical professionals. However, contemporary Latin instruction often limits the discussion of Ancient Greek to brief mentions of orthographic rules for Greek-derived terms. In a pedagogical intervention to address this deficiency, the authors have integrated foundational information on Ancient Greek into the content of their textbooks on Latin and medical terminology (Palasyuk, 2021).

In the section "Phonetics: The Latin Alphabet and Rules for Pronunciation," it is emphasized that the classical Latin alphabet originally consisted of 21 letters until the 1st century AD. Following the extensive borrowing of Greek terms – a process that intensified significantly after 146 BC – the alphabet underwent critical expansions. The authors highlight that the letters *y* and *z* were specifically introduced to transliterate Greek characters. Although the distinct Greek phonetic properties of these sounds were eventually lost, these letters serve as enduring markers of a term's Greek etymology.

During the study of medical terminology – particularly in the clinical domain – students frequently encounter significant challenges in spelling Greek-derived lexemes that contain diphthongs and digraphs. To facilitate better comprehension and retention, the textbook includes specialized guidance on the orthography of letter combinations in words of Greek origin. This information is systematically organized in a comparative table. The table illustrates the original Ancient Greek letter combinations, their standardized Latin transcriptions, and their phonetic realization in the students' native language. Furthermore, it provides illustrative examples of these combinations in both their original Greek forms and their transcribed Latin equivalents, ensuring a clear phonetic-orthographic correspondence.

To facilitate the memorization of Greek-derived medical terms containing diphthongs, the textbook features a specialized comparative table (Table 1).

This pedagogical tool provides a clear graphic representation of each Greek diphthong alongside its standardized Latin orthographic equivalent. Furthermore, the table includes illustrative examples of terms in their original Greek forms, their corresponding Latin transliterations, and their precise English translations. This structured approach enables students to establish direct cross-linguistic correspondences, thereby reducing spelling errors and enhancing their understanding of the phonetic and morphological evolution of clinical terminology.

In Ancient Greek, words beginning with a vowel, a diphthong (Table 2), or the letter "ρ" are characterized by a specific phonetic feature known as aspiration (spiritus). There are two distinct types of aspiration: rough and smooth. The rough breathing mark (spiritus asper), denoted by the symbol " " placed above the initial vowel or diphthong, indicates that the vowel should be aspirated, similar to the pronunciation of the Latin letter "h". For instance: ἕτερος (hetēros) – "one of two, the other"; ἵστός (histos) – "tissue, fabric"; ὁμός (homos) – "similar, identical"; ὕδωρ (hydor) – "water"; and αἱμακτός (haimaktos) – "bloody". Understanding this diacritical mark is essential for medical students, as it explains the orthographic presence of "h" in numerous Latinized clinical terms.

The smooth breathing mark (spiritus lenis), denoted by the symbol " ' ", does not affect the pronunciation of the initial vowel. Examples include: ὀρθός (orthos) – "straight, correct"; αἶρ (aēr) – "air"; ἐρυθρός (erythros) – "red"; and οἰδημα (oedēma) – "swelling, edema". Additionally, aspiration marks are placed above the letter "ρ" (rho). At the beginning of a word, "rho" typically carries a rough breathing mark, transcribed as "rh": ῥίζα (rhiza) – "root". When two "rho" characters appear consecutively in the middle of a word (-ῥῥ-), a smooth aspirate is placed over the first and a rough one over the second; for example, κατάρῥους (katarrhus) – "catarrh" or "runny nose". While these aspiration marks on "rho" are not reflected in modern pronunciation, they are preserved in standardized Latin orthography.

In our view, providing detailed information on the spelling of Greek-derived terms – specifically those containing aspiration marks in the source language – is essential for the conscious mastery of Greek-Latin doublets during the study of "Clinical Terminology." This approach offers the only logical explanation for spelling variations in term elements with identical meanings, such as the prefix haema- (blood) and the suffix -aemia (blood condition). Such linguistic insights empower students to move beyond rote memorization toward a structural understanding of medical language.

While this approach does not aim to replace a full course in Ancient Greek, it provides students with a selective yet crucial familiarization with its phonetic

Table 1

Letter combinations in words of Greek origin

Letter combinations	Pronunciation	Greek letter	Examples	English transcription and translation
ch	x	Χ χ	χρῶμα chroma χρόνος chronos	[hroma] (color) [hronos] (time)
ph	φ	Φ φ	φύλλον phyllon φυτόν phyton	[fillion] (leaf) [fiton] (plant)
rh	p	ῥ	ρίζα rhiza	[riza] (root)
rrh	pp	ῥῥ	κατάρῥους katarrhus	[katarus] (coryza, nose blockage)
th	τ	Θ θ	θερμός thermos θώραξ thorax	[termos] (heat) [toraks] (armour, rib cage)

Table 2

Latin transliteration of Greek diphthongs

Greek diphthong	Latin spelling	Greek word	Latin spelling	Translation
αι	ae	αἴσθησις	aesthesia	sensitivity
		αἱματικός	haematicos	blood
αυ	au	αὐτός	autos	himself
		τραῦμα	trauma	damage
ει	ī	θεραπεία	therapia	treatment
ευ	eu	πνεῦμα	pneuma	spirit, breathing
οι	oe	οἶδημα	oedēma	oedema
ου	u	οὔρον	uron	urine

features. It further demonstrates how the phonetic, lexical, and morphological elements of Ancient Greek have been assimilated into contemporary medical Latin. In our view, such an introductory course should commence with a dedicated phonetic section. This section should cover the Greek alphabet, the pronunciation of vowels and consonants, and a concise overview of the stress system. Furthermore, it is essential to present a detailed analysis of the assimilation patterns of Greek letter combinations into Latin orthography.

Regarding the grammatical component, we propose limiting the scope to the first two cases (Nominative and Genitive) of nouns and adjectives. Familiarizing students with the first and second declensions of Ancient Greek nouns provides a logical morphological basis for understanding the mechanism of borrowing terms into the first and second declensions of Latin. This targeted exposure ensures a conscious grasp of term formation, moving students away from rote learning toward a structured, etymological understanding of clinical nomenclature.

The issue of gender transition in Greek nouns during their Latinization warrants particular attention. A comprehensive analysis of third-declension nouns is essential, given their inherent morphological diversity and lexical polymorphism, especially within the Nominative and Genitive cases. Furthermore, it is advisable to emphasize the dictionary forms of adjectives, specifically the irregular adjective μέγας, μεγάλη, μέγα (large/big). Mastering the gendered forms and the underlying stem of this adjective is crucial: approximately two-thirds of related compound medical terms are derived from the stem megal- (from megas), while one-third utilize the neuter form mega-.

At first glance, it might appear that medical students have little need to study Ancient Greek, as clinical terms in medical histories, reference materials, and textbooks are typically rendered in the national vernacular (e.g., cholecystotomy, dysphagia, arthritis, edema). However, since clinical terminology is fundamentally international, physicians must possess the professional competence to read and write these terms in their standardized Latinized forms (arthritis, oedema, cholecystitis, dysphagia, encephalomalacia). This dual literacy ensures precise communication within the global scientific community and prevents diagnostic ambiguity.

The study of Ancient Greek also significantly enhances the understanding of medical semantics. For instance, students typically encounter the term "pancreas" in its Latinized form: pancreas, atis n. By deconstructing the term, they learn that the prefix pan- signifies "all" or "whole," while the Greek noun κρέας translates to "flesh" or "meat." The etymology of this term reflects the organ's soft, fleshy anatomical structure. Such etymological insights provide a critical foundation for mastering complex topics like "Medical Affixation." This area often presents challenges due

to the vast number of Latin and Greek prefixes, their nuanced shades of meaning, and the cognitive demand of memorizing synonymous elements across two languages.

Furthermore, it is pedagogically beneficial to provide students with the original Greek forms of clinical terms that are commonly studied only in their Latinized versions. Examples include: τὸ δέρμα (skin), τὸ ἄλγος (pain), τὸ ἄρθρον (joint), ἡ καρδία (heart), ὁ χόνδρος (cartilage), and ὁ θώραξ (chest/thorax). Introducing these primary forms fosters a more profound linguistic awareness, enabling students to recognize the underlying components of complex clinical syndromes and procedures.

Some scholars (Tsisyk, 2016) suggest allocating 36-38 hours during the first semester of the first year for the study of Ancient Greek, to be taught in parallel with Latin and medical terminology. While such an extensive allocation may currently be unattainable due to existing curricular constraints, we contend that a more concise pedagogical intervention is feasible. Specifically, we believe that two academic sessions, or four classroom hours, are sufficient to enable students to navigate the Greek alphabet and master basic reading skills. We recommend integrating these hours into the second semester, logically aligning them with the introductory phase of "Clinical Terminology."

In Higher Medical Education, professional orientation remains a critical factor in student motivation (Derevianchenko, 2025). Latin serves as a foundational professional component that "introduces students to the medical profession and shapes the discourse of healthcare specialists" (Hurai, 2025). Proficiency in Latinized medical vocabulary not only facilitates the mastery of specialized clinical subjects but also serves as a definitive "marker of professional education and erudition" (Kliuchnyk, 2022) for future physicians.

Conclusions. The teaching of Latin for future medical professionals represents a unique pedagogical process, where the focus has shifted from developing traditional conversational skills to the practical mastery and application of medical terminology. The successful acquisition of this "classical" language serves as an essential cognitive tool for navigating the complex linguistic landscape of medicine. This functional utility should remain the primary motivator for students in Higher Medical Education. The curriculum must remain strictly terminology-oriented, providing students with the foundational competencies necessary for the subsequent mastery of specialized biological and clinical courses.

Proficiency in Latin medical terminology not only facilitates the acquisition of professional knowledge but also elevates the professional culture of medical specialists and ensures seamless communication within the international scientific community. Prospects for further research lie in the development of integrated teaching models that combine classical linguistic foundations

with modern digital educational tools, as well as the further refinement of the Ancient Greek component within the "Latin Language and Medical Terminology" course to enhance the etymological literacy of future physicians.

Ancient Greek serves as an indispensable auxiliary tool for future physicians striving to master medical terminology at a high professional level. Alongside Latin, it remains the primary source of international socio-political, scientific, and technical vocabulary, specifically providing the foundational lexicon for clinical nomenclature, which is predominantly composed of Greek-derived elements. Future scientific research should focus on identifying and developing innovative motivational strategies for students of Higher Medical Education, ensuring the sustained engagement and effective mastery of Latin and medical terminology within a modern educational framework.

References

1. Derevianchenko, N. (2025). Shliakhy formuvannya pozytyvnoi motyvatsii vyvchennia latynskoi movy u maibutnikh likariv [Ways to form positive motivation to study Latin in future doctors]. Retrieved from <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiRg43Q9dKLAxXyEBAIHZCoMbYQFnoECDoQAQ&url=https%3A%2F%2Frepo.knmu.edu.ua%2Fitems%2F7b345294-5b82-4776-a8d9-91a4ca591d40&usg=AOvVaw3ObPGIEWMBNPmAu93x8KM&opi=89978449> [in Ukrainian].
2. Hurai, L.P. (2025). Rol motyvatsii pry navchanni latynskoi movy [The role of motivation in learning Latin language]. Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiRg43Q9dKLAxXyEBAIHZCoMbYQFnoECA8QAQ&url=https%3A%2F%2Frepository.pdmu.edu.ua%2Fbitstreams%2Fbf822f1f-c256-4c51-80d7-7f6bcb3b3301%2Fdownload&usg=AOvVaw3lv5nyvOxVKFS_addOd1R0&opi=89978449 [in Ukrainian].
3. Kliuchnyk, R. M., & Ratomska, L.V. (2022). Osoblyvosti vykladannia latynskoi movy maibutnim filoloham [Characteristic of teaching Latin to future philologists]. *Visnyk universytetu imeni Alfreda Nobelja. Seriya «Pedahohika i psykholohiia»*. *Pedahohichni nauky – Bulletin of the Alfred Nobel University*, 1 (23), 158–164. 10.32342/2522-4115-2022-1-23-19 [in Ukrainian].

Funding. None.

Conflict of Interests. None.

Authors Contribution. Halyna Palasiuk – Conceptualization; Methodology; Writing – Original Draft.

Mariia Kichula – Data Curation; Writing – Review & Editing; Visualization.

All authors have reviewed and approved the final manuscript prior to submission.

Information on the use of artificial intelligence.

The authors certify that, in the course of conducting the research and preparing this manuscript, they did not use any generative artificial intelligence tools or services to perform any of the tasks listed in the Generative Artificial Intelligence Delegation Taxonomy (GAIDeT, 2025). All stages of the work – from conceptualization to final editing – were carried out exclusively by the authors, without the use of generative artificial intelligence.

4. Palasyuk, H. B., & Palasyuk, B. M. (2023). *Metodychni aspekty formuvannya u studentiv navychok napysannya klinichnoho diahnozu latyns'koyu movoyu* [Methodological aspects of forming students' skills in writing clinical diagnoses in Latin]. *Medychna osvita – Medical Education*, 1, 98–103 [in Ukrainian].

5. Palasyuk, H.B., Savaryn, T.V., & Fedchyshyn, N.O. (2021). *Latyns'ka mova ta medychna terminolohiya : pidruchnyk* [Latin language and medical terminology: textbook]. *Ternopil': TNMU – Ternopil: TNMU*, 548. [in Ukrainian].

6. Tsisyk, A.Z., (2016). Pro zmist i strukturu kursu starohrets'koyi movy dlya studentiv vyshchoho medychnoho navchal'noho zakladu [On the content and structure of the course of the ancient Greek language for students of a Higher Medical Educational institution]. *Aktual'ni pytannya lnhvistyky, profesiynoyi lnhvodydaktyky, psykholohiyi i pedahohiky vyshchoyi shkoly : zb. st. I Vseukrayins'koyi nauk.-prakt. konf. z mizhnar. uchastyu, Poltava – Current issues of linguistics, professional linguistic didactics, psychology and pedagogy of higher school: collection of articles of the 1st All-Ukrainian scientific – practical conference with international participation, Poltava*, 261–269 [in Ukrainian].

7. Zvons'ka, L. L. (1997). *Davn'ohrets'ka mova : pidruchnyk dlya vuziv* [Ancient Greek language: a textbook for universities]. Kyiv : *Tomiris – Kyiv: Tomiris*, 589. <https://doi.org/10.11603/m.2414-5998.2023.1.13831> [in Ukrainian].

E-mail address of the corresponding author: voronai@tdmu.edu.ua

Дата першого надходження статті до видання: 27.03.2026

Дата прийняття статті до друку після рецензування: 16.04.2026

Дата публікації (оприлюднення) статті: 31.05.2026



Стаття поширюється на умовах ліцензії відкритого доступу (CC BY 4.0)