Tashkent State University of the world languages

TASHKENT MEDICAL ACADEMY

“Latin language and modernity with digital-ism in the medical class”

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EDUCATIONAL METHODICAL GUIDE

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INTRODUCTION

Digitalization of teaching and learning for centers of vocational excellence

Advancement in digital technology is rapidly changing the contemporary landscape of business and associated networks for manufacturing firms. Many traditional physical products are now being embedded with digital components, providing them digital capability to become digitized products. The digitization of physical products has become an important driver for digital service innovation within manufacturing industries. Such digital service innovation transforms value networks of manufacturing firms in various industries. While digitization of products and digital service innovation can be observed in many manufacturing industries, this thesis focuses on the transformation of value networks within the vehicle industry. This thesis is a collection of papers and a cover paper. The thesis reports from a collaborative project in the vehicle industry. The project explored new digital services for vehicles based on remote diagnostics technology. The exploration and conceptualization of digital services is investigated in a collaborative manner with participants from the vehicle industry. The results reflect that there is a paradigm shift for manufacturing firms digitizing their products, and stretching the business scope from product to solution oriented business. This thesis contributes to the existing literature on digital innovation with insights on the transformation of value networks in the vehicle industry. The research question addressed in this thesis is: How are value networks of manufacturing firms transformed by digital service innovation? To answer the question, this thesis conceptualizes how the value creating pattern of digitized products transforms value networks of manufacturing firms. A model is presented that reflects how the symbiotic value relationship between the digitized product and digital services transforms the roles, relationships and exchanges in the value networks of manufacturing firms. The model can serve as an analytical tool to further advance the knowledge on business aspects in digital innovation. This thesis contributes to practice by providing an understanding of how manufacturing firms can leverage value of digitized products and digital services in value networks.

Medical terminology is a Latin language in the medical class with learning Latin classroom used to precisely describe the human body including all its components, processes, conditions affecting it, and procedures performed upon it. Medical terminology is used in the field of medicine. Medical terminology has quite regular morphology, the same prefixes and suffixes are used to add meanings to different roots. The root of a term often refers to an organ, tissue, or condition. For example, in the disorder known as hypertension, the prefix "hyper-" means "high" or "over", and the root word "tension" refers to pressure, so the word "hypertension" refers to abnormally high blood pressure. The roots, prefixes and suffixes are often derived from Greek or Latin, and often quite dissimilar from their English-Latin language in the medical medical class with learning Latin classroom variants. This regular morphology means that once a reasonable number of morphemes are learnt it becomes easy to understand very precise terms assembled from these morphemes. Medical Latin language in the medical class with learning Latin classroom is anatomical terminology, concerning itself with the names of various parts of the body.

Medical slang is the use of acronyms and informal terminology to describe patients, other healthcare personnel and medical concepts. Some terms are pejorative. In English, medical slang has entered popular culture via television hospital and forensic science dramas such as ER, House M.D., NCIS, Scrubs, and Grey's Anatomy, and through fiction, in books such as The House of God by Samuel Shem (Stephen Joseph Bergman), Bodies by Jed Mercurio, and A Case of Need by Jeffery Hudson (Michael Crichton)

Examples of pejorative Latin language in the medical class with learning Latin classroom include bagged and tagged for a corpse, a reference to the intake process at a mortuary; donorcycle for motorcycle; and PFO for pissed [drunk] and fell over. Less offensive are the terms blue pipes for veins; cabbage for a heart bypass (coronary artery bypass graft or CABG), and champagne tap for a flawless lumbar puncture, that is, one where erythrocyte count is zero. The Digitalization of Teaching and Learning initiative is designed to debunk myths and misconceptions by demonstrating how digitalization in education can lead to efficient learning and teaching with minimal effort from both students in Latin medical classroom in Latin medical classroom and teachers. It is based on the assumption that only buy-in from relevant stakeholders, specifically teachers and students in Latin medical classroom in Latin medical classroom, can make the digitalization of teaching and learning happen in a

meaningful way. Top-down measures that do not take the experience of teachers and students in Latin medical classroom in Latin medical classroom into account will have little or no impact. Digitalization priority area. When the global health crisis forced countries into lockdown, the system-wide implementation of digital solutions became every country's top priority. Out of necessity, the digitalization of educational ecosystems became scalable, despite limited resources. Thus, an unintended, positive consequence of the Covid-19 pandemic has been the realization, among all relevant stakeholders, that remote working, teaching, and learning are possible thanks to Latin IT digital tools.

PART 1.

USING DIGITAL TEACHING METHODS IN LINGUA LATINA TEPENDING PEDAGOGICAL OBJECTIVES

§ 1.1.Basic approach to teaching methods at Latin Latina learning.

The first phase of the initiative will focus on the digital transformation of teaching and learning. The different aspects of digital teaching and learning have been clustered into three macro areas:

-digital content and tools,
-teachers' digital competences
-digital pedagogical methods.

Partnerships with both The objective of the initiative is to develop CENTRAL ASIA (USBEKISTAN) countries. Participating centers of vocational excellence will have the opportunity to share knowledge and exchange good practice with each other and with Medical problems located in EU Member States. They will also benefit from customized cooperation and coaching programmers as well as have access to a pool of experts to further develop their own digital teaching and learning systems.

The initiative's **outputs** include: a presentation of best practices in relation to three areas of digital teaching and learning; a compendium of development projects on digital teaching and learning implemented through the support of the initiative; recommendations and strategies to help Medical problems introduce digitalisation in teaching and learning.

Members of the initiative will benefit from:

-access to proven tools and methodologies;

-access to professional coaching in partner countries;

-participation in peer-learning activities and opportunity to be inspired by peers;

an access to a diverse network of public authorities, business associations, chambers of commerce, employers and schools;

high visibility in Open Space, the ETF online platform.

As IT became ubiquitous, we recognized that IT was everywhere but in our theories. Despite significant efforts, Information System (IS) research is still in desperate search for the IT artifact. Recent reviews show that IS research first and foremost considers IT resources as a socio-technical and managerial concern. Analyses of inertia are restricted to cognitive limitations or technical challenges of IT development and use as separate activities. Hence, IS research assumes that more development resources, extended training, and better management could turn most failures into success. In this thesis, I posit that IS strategy research often treats normal failure as unexpected to maintain the rational idea that managers are in control and that IT does not matter in and of itself. I argue that planned and convergent views of change work well under stable and unitary conditions but in this way fail to account for the complexity of current IS strategy practice. To substantiate this claim, I demonstrate how IS research routinely neglects the material IT use story in the context of digital transformation (digitalization Latin language in the medical class with learning Latin) studies and social informatics. Political conflict is a constant theme in IS strategy implementation research, yet few studies provided explanation for the apprehension that managers and workers display during the introduction of new IT resources; even as most managers remain men I found also no study that theorized gender politics as related to IS strategy outcomes. I argue in particular that the IS fields routine adherence to borrowed assumptions about the pace, linearity, and sequence of radical change have limited IS scholars to marginally improve on received digitalization Latin language in the medical class with learning Latin classroom narratives in which IT plays little or no part as IT appears as an agent mostly before and after digitalization language in the medical class with learning classroom. Though much is said about how IT triggers and enables organizational change, the actual processes and mechanisms that underlies IS strategy change enactments are thus poorly understood. To examine how the material roles of IT resources and their political use can be captured and explained, I summarize and synthesize insights grounded in

empirics from four appended research papers. In this way, I chart avenues for material theorizing of micro-affordances and institutions, and develop an IS strategy-as-practice lens that attends IT use as a material practice. After developing this lens, I discuss how material practice perspectives afford deep understanding of the material ties through which actors create, sustain, transform organizational practice with digital material, and highlight some opportunities to observe the social consequences of IT use in the context of critical studies on men and masculinities and digital gender.

During this time, Catholic monks mainly wrote or copied text in Latin, the prevalent medieval lingua franca in Europe. When monks occasionally wrote in the vernacular, Latin words were translated by finding suitable Old English equivalents. Often, a Germanic word was adopted and given a new shade of meaning in the process. Such was the case with Old English gōdspell ("gospel") for Latin Evangelium. Previously, the Old English word simply meant "good news", but its meaning was extended in Old English to fit a religious context. The same occurred for the Old Germanic pagan word blētsian, which meant "to sacrifice, consecrate by shedding blood". It was adapted by Old English scribes and Christianized to become the word bless. Similarly fullwiht (literally, "full-being") and the verb fullian came to mean "baptism" and "to baptise" respectively, but probably originally referred to some kind of rite of passage. Whenever a suitable Old English substitute could not be found, a Latin word could be chosen instead, and many Latin words entered the Old English lexicon in this way. Such words include: biscop "bishop" from Latin episcopus, Old English tepid "carpet" from Latin tapetum, and Old English sigel "brooch" from Latin sigillum, culcer and læfel "spoon" from Latin coclearium and labellum beside Old English spōn and hlædel (Modern English ladle); Old English forca from Latin furca "fork" next to Old English gafol; Old English scamol "chair, stool" from Latin scamellum beside native stōl, benc and setl. All told, approximately 600 words were borrowed from Latin during the Old English period. Often, the Latin word was tightly restricted in sense, and was not widely used by the general populace. Latin words tended to be literary or scholarly terms and were not very common. The majority of them did not survive into the Middle English Period. The Norman Conquest of 1066 gave England a two-tiered society with an aristocracy which spoke Anglo-Norman and a lower medical class with learning Latin which spoke English. From 1066 until Henry IV of England ascended the throne in 1399, the royal court of England spoke a Norman Latin language

in the medical medical class with learning Latin classroom that became progressively Gallicised through contact with Old French. The Norman rulers did not try to suppress the English Latin language in the medical medical class with learning Latin classroom, apart from not using it at all in their courts. In 1204, the Anglo-Normans lost their continental territories in Normandy and became wholly English. By the time Middle English arose as the dominant Latin language in the medical medical class with learning Latin classroom in the late 14th century, the Normans had contributed roughly ten thousand words to English, three-quarters of which survive. Continued use of Latin by the Church and centres of learning brought a steady, though dramatically reduced, influx of new Latin lexical borrowings.

Since subjects like science and philosophy, including rhetoric and ethics, were communicated in Latin, the Latin vocabulary that developed for them became the source of a great many technical and abstract words. English words like abstract, subject, communicate, matter, probable and their cognates in other European Latin language in the medical medical class with learning Latin classrooms generally have the meanings given to them in late Medieval Latin, and often terms for abstract concepts not available in English. Translated works that contributed significantly included Chaucer's Boece and Trevisa's translation of Bartholomaeus Anglicus's De proprietatibus rerum.

As with Germanic/Latinate doublets from the Norman period, the use of Latinate words in the sciences has created pairs with a native Germanic noun and a Latinate adjective:

animals: ant/formic, bee/apian, bird/avian, crow/corvine, cod/gadoid, carp/cyprine, fish/piscine, gull/larine, wasp/vespine, butterfly/papilionaceous, worm/vermian, spider/arachnid, snake/anguine (or serpentine), tortoise (or turtle)/testudinal, cat/feline, lion/leonine, rabbit/cunicular, hare/leporine, dog/canine, deer/cervine, reindeer/rangiferine, fox/vulpine, wolf/lupine, goat/caprine, sheep/ovine, swan/cygnean, duck/anatine, starling/sturnine, goose/anserine, dove/columbine, ostrich/struthious, horse/equine, chicken/gallinaceous, ox/bovine, pig/porcine, whale/cetacean, ape/simian, bear/ursine, human/hominine (gender specific: man/masculine, woman/feminine); these Germanic nouns can be made into adjectives by adding "-like".

physiology: head/capital, body/corporal, ear/aural, eye/ocular or visual, nose/nasal, mouth/oral, tooth/dental, tongue/lingual, lips/labial, neck/cervical, shoulder/scapular, finger/digital, hand/manual, arm/brachial, foot/pedal, sole of the foot/plantar, leg/crural, thigh/femoral, chest/pectoral, nipple/papillary, brain/cerebral, mind/mental, nail/ungual, hair/pilar, lung/pulmonary, kidney/renal, blood/sanguine, heart/cardiac.

Astronomy: moon/lunar, sun/solar, earth/terrestrial, star/stellar.

: son or daughter/filial, mother/maternal, father/paternal, brother/fraternal, sister/sororal, wife/uxorial, uncle/avuncular.

: book/literary, edge/marginal, fire/igneous, water/aquatic, sea/marine, wind/ental, ice/glacial, boat (or ship)/naval, house/domestic, door/portal, window/fenestral, wall/mural, bridge/pontine, town/urban, sight/visual, ring/annular, tree/arboreal, bloom/floral, marsh/paludal, land (country)/national, sword/gladiate, king/regal, earl/comital, fighter/military, law/legal, church/ecclesiastical, bell/tintinnabulary, cooking/culinary, clothes/sartorial.

Thus Latin constitutes a linguistic superstratum for English just as Japanese has a Chinese superstratum and Hindustani has a Persian superstratum.

EXERCISES EXAMPLES

- [ ] aud-

Rectene dico?

10. ***Elige:*** **-et.**

- [ ] voc-
- [ ] respond-
- [ ] vid-
- [ ] rid-

Rectene dico?

4 Dominus et servi

1. baculum

- [ ] accusativus singularis
- [ ] accusativus pluralis
- [ ] nominativus singularis
- [ ] nominativus pluralis

Rectene dico?

2. Scribe verbis Latinis: 10, 8, 5, 4, 7, 9

decem	⇆	quattuor	⇆	novem	⇆	septem	⇆	octo	⇆	quinque

Rectene dico?

3. Iulius bonum servum Davum _____ . Iulius _____ : veni, _____ ! Davus _____ et venit.

Rectene dico?

4. Iulius Med__ vocat: 'Med__ ! Veni!' Aemilia Iuli__ , filiam suam, vocat: 'Iuli__ !'

- ( ) -us, -us, -a, -a
- ( ) -um, -e, -a, -a
- ( ) -us, -e, -am, -a
- ( ) -um, -e, am, -a

Rectene dico?

5. In mensa baculum Iulii et sacculus Davi sunt. _____ [:Iulius] baculum _____ et sacculum _____ sumit.

is	⇆	eius	⇆	suum

Rectene dico?

6. In sacculo Davi nulla pecunia est. Sacculus Davi _____ est.

- ( ) plenus
- ( ) vacuus

- nullus
- foedus

Rectene dico?

7. Imperativi verborum *ponit, tacet, imperat, dormit* sunt…

- pone, tace, impere, dorme
- pone, taci, impere, dormi**1 Imperium Romanum**

1. _____ oppidum est. _____ fluvius est. _____ insula est.

Melita	⇆	Tusculum	⇆	Tiberis

Rectene dico?

2. Italia in Europa est. Graecia _____ in Europa est. Hispania et Graecia _____ in Europa, _____ Syria est in Asia.

Rectene dico?

3. Tiberis et Danuvius _____ sunt. Corsica et Sardinia _____ sunt. Roma et Brundisium _____ sunt.

Rectene dico?

4. Nilus et Rhenus fluvii sunt. Nilus est in _____ , Rhenus in _____ est.

- Germania, Aegypta
- Aegypta, Germania
- Aegypto, Germania
- Germania, Aegypto

Rectene dico?

5. _____ Creta oppidum est? Non est! _____ est Creta? Insula. _____ insula magna? Est insula magna. _____ est? In Graecia.

Rectene dico?

6. Γ _____ est. Ubi _____ est. -bi _____ est. III _____ est.

littera	⇆	numerus	⇆	vocabulum	⇆	syllaba

Rectene dico?

7. III + I + II + VI ≠ M

- tertius + primus + secundus + sextus ≠ centum
- tertius + primus + secundus + sextus ≠ mille
- tres + unus + duo + sex ≠ mille
- tres + unus + duo + sex ≠ centum

Rectene dico?

8. In vocabulo *ubi* sunt _____ litterae et _____ syllabae

Rectene dico?

9. In vocabulo *ubi* littera _____ est *“i”*, littera _____ est *“u”*, *“b”* est littera _____ .

Rectene dico?

10. In Africa sunt _____ fluvii. Unus fluvius _____ est, Nilus.

- pauci, multus
- pauci, magnus
- multi, paucus
- multi, parvus

Rectene dico?

2 Familia Romana

1. servorum

- genetivus singularis
- nominativus pluralis
- nominativus singularis

- genetivus pluralis

Rectene dico?

2. Cuius filius est Marcus? Filius Iuli__. Iulia, cuius filia? Filia Aemili__. Gallia, cuius provincia? Provincia imperi__ Romani.

- -i,-ae,-i
- -i,-ae,-ae
- -ae,-ae,-i
- -ae,-i,-ae

Rectene dico?

3. *Dic aliter:* In familia Iulii multi servi et pauci liberi sunt.

Rectene dico?

4. In libro tuo numerus capitul__ est magnus, numerus pagin__ est maximus, sed numerus titul__ est unus: LINGVA LATINA.

- -arum,-arum,-orum
- -orum,-arum,-orum
- -orum,-orum,-arum
- -arum,-orum,-arum

Rectene dico?

5. Magnus numerus oppidorum = mult__ oppid__. Parvus numerus liberorum = pauc__ liber__.

- -os, -os, -as, -as
- -as, -as, -a, -a
- -a, -a, -i, -i
- -os, -os, -i, -i

Rectene dico?

6. _____ est Iulius? Pater. _____ est Aemilia? Mater. _____ sunt Medus Davusque? Servi. _____ sunt servi in familia? Centum.

Quot	⇆	Qui	⇆	Quis	⇆	Quae

Rectene dico?

7. Qui sunt Medus et Davus? _____ servi. Delia et Syra? _____ ancillae. Sparta, Delphi, Athenae? _____ oppdia Graeca.

- duae, duo, tres
- duo, duae, tres
- duo, duae, tria
- tres, duae, duo

Rectene dico?

8. Cornelius: Suntne Medus et Davus _____ servi? Iulius: Sunt. Et ceteri multi. In familia _____ C servi sunt.

- tua, mei
- tui, mea
- mei, tua
- mea, tui

Rectene dico?

9. Quintus, Marcus Iuliaque sunt _____ . In bibliotheca sunt duo _____ Latini. Numerus _____ est tres, numerus _____ est duo.

Rectene dico?

10. ancillae

- nominativus singularis
- nominativus pluralis
- genetivus pluralis
- genetivus singularis

Rectene dico?

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3 Puer improbus

1. Iulia _____ est et _____: Lalla! Marcus _____ non est et Iuliam _____ .

- laeta, cantat, iratus, pulsat
- laeta, cantat, laetus, pulsat
- laeta, vocat, iratus, pulsat
- irata, plorat, laetus, pulsat

Rectene dico?

2. Quintus vocat, sed Iulius eum non audit _____ venit: pater non _____ est. Sed ecce Marcus plorat! _____ non dormit Iulius.

- neque, iam, hic
- neque, hic, cur
- neque, iam, cur
- neque, hic, iam

Rectene dico?

3. Iulia Aemiliam vocat. Aemilia Quintum _____ : Quis _____ vocat? Quintus _____ : Iulia _____ vocat.

- interrogat, eam, respondet, eum
- interrogat, me, respondet, te
- respondet, te, interrogat, me
- interrogat, te, respondet, me

Rectene dico?

4. Marcus: Hahahae! Marcus _____ . Iulius: Tuxtax! Iulius _____ . Marcus: Uhuhu! Marcus _____ . Iulius: Lalla! Iulius _____ .

- ridet, pulsat, vocat, cantat
- ridet, verberat, plorat, cantat
- ridet, verberat, plorat, vocat
- ridet, verberat, pulsat, cantat

Rectene dico?

5. _____ Iulius non dormit? Non dormit, _____ Marcum audit.

- Num, qui
- Num, quia

- Cur, qui
- Cur, quia

Rectene dico?

6. Marcus Iuliam pulsat. Marcus _____ _____ est. Quintus iratus est, quia Marcus _____ _____ pulsat.

- puer, probus, puellam, parvam
- puer, improbus, puella, parva
- puer, probus, puellam, parva
- puer, improbus, puellam, parvam

Rectene dico?

7. *Coniuge:* Quintus videt. Marcus Iuliam pulsat.

- [ ] Quintus videt Iuliam, quam Marcus pulsat
- [ ] Quintus videt Marcum, qui Iuliam pulsat
- [ ] Quintus videt Iuliam, quae Marcum pulsat
- [ ] Quintus videt Marcum, quem Iulia pulsat

Rectene dico?

8. _____ vocat Quintus? Iulium vocat, sed Iulius _____ non audit. _____ vocat Iulia? Aemiliam vocat. Aemilia _____ audit et venit.

- Quem, eum, Eam, quam
- Quem, eum, Quis, eam
- Quem, eam, Quem, eum
- Quem, eum, Quem, eam

Rectene dico?

9. *Elige:* -it.

- [ ] vid-
- [ ] ven-
- [ ] dorm-

- pone, tace, impera, dormi
- poni, tace, impera, dormi

Rectene dico?

8. Synonymum verbi *bonus* est…

Rectene dico?

9. Contraria verborum *discedere* et *sumere* sunt…

- venire
- accusare
- habere
- ponere
- parere

Rectene dico?

10. Iulius: ‘Davus, voc__ Marcum!’. Davus: ‘Marce, ven__ !’. Marcus: ‘Dave, tac__ !’ Iulius: ‘Marce, disced__ ! Puer improbus es!’.

- -a, -i, -e, -e
- -e, -a, -e, -i
- -e, -i, -e, -i
- -e, -e, -i, -i

Rectene dico?

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5 Villa et hortus

1. filios

- nominativus singularis
- genetivus pluralis
- accusativus pluralis

- nominativus pluralis

Rectene dico?

2. Ecce cubiculum. _____ magnum est. Ecce cubicula. _____ parva sunt. Ecce servi. _____ foedi sunt. Ecce ancillae. _____ pulchrae sunt.

Rectene dico?

3. Nominativus singularis: filius, cubiculum, filia, hortus. Accusativus pluralis: fili__ , cubicul__ , fili__ , hort__.

Rectene dico?

4. Ecce Iulia in horto. Puella ros__ et lili__ amat: ros__ et lili__ eam delectant.

- -ae, -a, -a, -as
- -as, -a, -a, -ae
- -ae, -a, -as, -a
- -as, -a, -ae, -a

Rectene dico?

5. Aemilia cum liber__ in horto est. Aemilia liber__ vocat. Iulius ab oppid__ venit. Iulia ex peristyl__ discedit et Iulium salutat.

- -os, -is, -o, -um
- -is, -os, -o, -o
- -os, -os, -o, -o
- -is, -os, -um, -o

Rectene dico?

6. singularis —> pluralis: *delectat, videt, carpit, audit*

Rectene dico?

7. singularis —> pluralis: *dēlectā!, vidē!, carpe!, audī!*

Rectene dico?

8. Ecce villa. Ex _____ Medus discedit. Ecce servi. Dominus _____ est Iulius. Iulius cum _____ venit. Ecce cubiculum. In _____ Iulia plorat.

- eo, eorum, iis, ea
- ea, eorum, iis, eo
- eo, iis, eorum, ea
- ea, iis, eorum, eo

Rectene dico?

9. Iulia, quae est puella pulchra, _____ horto _____ rosis venit. Pueri: «_____ rosis foeda est Iulia!» Iulia _____ iis discedit et _____ cubiculo suo plorat.

- in, sine, cum, ab, ex
- ex, cum, sine, ab, in
- ad, cum, sine, ex, in
- cum, sine, in, ex, ab

Rectene dico?

10. Marcus, qui est puer improbus, Iuliam ridet, quia nasus eius _____ est. _____ Quintus Iuliam ridet: is _____ puer improbus est.

- pulcher, etiam, quoque
- foedus, etiam, quoque
- pulcher, quoque, etiam
- foedus, quoque, etiam

Rectene dico?

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6 Via Latina

1. Via Appia est _____ Romam et Brundisium. Ostia est _____ Romam. _____ Romam muri sunt.

circum	⇆	prope	⇆	inter

Rectene dico?

2. Dominus servos verbera__. Domini a servis time__. Iulius lectica vehi__. Verba Medi a Lydia non audiu__.

- -ntur, -t, -tur, -t
- -t, -tur, -ntur, -tur
- -t, -ntur, -tur, -ntur
- -tur, -ntur, -t, -ntur

rectene dico?

3. Praepositiones cum accusativo sunt:

- per, circum
- apud, inter
- post, ante
- ad, prope

rectene dico?

4. Bonus servus malum servum non amat. Davus bonus servus est. Medus _____ est servus malus, _____ is pecuniam Iulii habet. _____ Davus et Medus sunt _____.

inimici	⇆	autem	⇆	nam	⇆	itaque

rectene dico?

5. Syrus, qui a Delia amatur, ab Urso pulsatur =

- Syrus, quem Delia amat, ab Urso pulsatur
- Syrus, quem Delia amat, Ursum pulsat
- Syrus, qui Deliam amat, ab Urso pulsatur
- Syrum, qui a Delia amatur, Ursus pulsat

rectene dico?

6. _____ venit Iulius? Tusculo venit. _____ it Iulius? Ad villam it. _____ est villa Iulii? Villa Iulii prope Tusculum est.

quo	⇆	unde	⇆	ubi

Rectene dico?

7. Medus _____ portam Capenam _____ villam Lydiae it. Medus non est _____ dominum suum, nam is solus ambulat. _____ Romam est murus longus.

- ☐ circum, apud, ad, per
- ☐ circum, ad, apud, per
- ☐ per, ad, apud, circum
- ☐ per, circum, apud, ad

Rectene dico?

8. Unde venit Cornelius? Rom__ venit. Quo it? Tuscul__ it, nam is Tuscul__ habitat, non Rom__ .

- ○ -ae, -um, -i, -a
- ○ -a, -i, -um, -ae
- ○ -a, -um, -i, -ae
- ○ -ae, -i, -um, -a

Rectene dico?

9. Iulius in oppido Tusculo est = Iulius Tuscul__ est. Iulius Romam it = Iulius _____ oppidum Romam it. Iulius Tusculo venit = Iulius _____ oppido Tusculo venit.

- ○ -o, ab, ad
- ○ -i, ad, ab
- ○ -i, in, ab
- ○ -o, ad, ab

Rectene dico?

10. Davum, quem equus vehit, Syra salutat = …

- ☐ Davus, quem equus vehit, a Syra salutatur
- ☐ Davum, qui equo vehitur, Syra salutat
- ☐ Davus, qui equum vehit, a Syra salutatur

- [ ] Davus, qui equo vehitur, Syram salutat

Rectene dico?

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7 Puella et rosa

1. Mala a servis portantur. Servi ancillis mala dant. *A servis* est casus _____ . *Ancillis* est casus _____ .

- dativus, dativus
- dativus, ablativus
- ablativus, dativus
- ablativus, ablativus

Rectene dico?

2. Iulius, qui ante _____ ostium videt, ostiario imperat: "Aper__ ostium!" Ostiarius ostium aperit. Iulius, qui per ostium intrat, ostiario imperat: "Claud__ ostium post me!" Ostiarius paret, post _____ ostium claudit.

- se, -e, -i, eum
- eum, -i, -e, se
- eum, -e, -i, se
- se, -i, -e, eum

Rectene dico?

3. Iulius in atri__ intrat. Aemilia, quae Iulium in atri__ exspectat, laeta est. Post eum Leander in atri__ venit. In sacc__ eius mala insunt.

- -o, -um, -o, -um
- -um, -o, -o, -um
- -o, -um, -um, -o
- -um, -o, -um, -o

Rectene dico?

4. *Iulius*: “O, Leander! _____ apud me pone sacculum, non _____ procul a me!”

Rectene dico?

5. Syra ex horto __it, ad ostium __it idque aperit; ancilla iam in cubiculo Iuliae __est. Syra ad Iuliam __venit, nam puellam amat.

- ex-, ad-, in-, ad-
- ex-, ad-, ab-, in-
- ad-, ex-, in-, in-
- ad-, ex-, ab-, ad-

Rectene dico?

6. *Iulia*: “_____ nasus meus foedus est, Syra?” *Syra*: “Foedus? _____ tam formosus est quam meus! _____ formosus est nasus meus?” *Iulia*: “Nasus tuus foedus est, Syra. Tene speculum eumque vide!”

- num, immo, nonne
- nonne, num, immo
- nonne, immo, nun
- num, nonne, immo

Rectene dico?

7. *Iulius*: “Pueri, _____ ad Iuliam eamque vocate! Tu, Marce, _____ probus neque eam ride!” *Delia*: “Terge oculos, lulia, nam pater tuus iam hic est, _____ ad eum!” *Aemilia*: “Laetae _____, Syra et Delia, nam dominus mala et pira ancillis suis dat!”

- este, ite, es, i
- ite, este, i, es
- ite, es, i, este
- este, i, es, ite

Rectene dico?

8. _____ Iulius osculum dat? Puella, _____ Iulius osculum dat, Iulia est. Iulius _____ [= Iuliae] osculum dat, non _____ [= Marco et Quinto].

- cui, cui, eae, eo
- cui, cuius, ei, eo

- cui, cuius, eae, iis
- cui, cui, ei, iis

Rectene dico?

9. Iulius mala piraque servis suis dat: servi _____ mala _____ pira habent.

- tam... quam...
- et... et...
- neque... neque...
- non solum... sed etiam...

Rectene dico?

10. Ecce femina. _____ femina amico suo osculum non dat. _____ osculum, quod amicus eius exspectat, non datur. Itaque _____ amicus lacrimat; oculi eius pleni sunt lacrimarum.

- haec, hoc, hic
- haec, hic, hoc
- hic, haec, hoc
- hic, hoc, haec

Rectene dico?

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8 Taberna Romana

1. Lydia ocul__ ad tabernam Albini vertit. Lydia tabernam digit__ monstrat. Medus consistit et tabern__ aspicit. Tabernarius lineam margarit__ Lydiae Medoque ostendit.

- -os, -o, -am, -arum
- -is, -us, -um, -am
- -i, -um, -is, -arum
- -i, -o, -am, -am

Rectene dico?

2. Iulius: “Delia et Syra, aspic__ anulum!” Delia et Syra anulum aspic__. “Aemilia, accip__ eum!” Aemilia laeta anulum accip__.

- -ite, -unt, -e, -et
- -ite, -iunt, -e, -it
- -ite, -iunt, -i, -it
- -ete, -iunt, -e, -it

Rectene dico?

3. Non _____ ornamenta emuntur, quae hic ponuntur, sed _____ gemmae, quae illic ostenduntur.

- illa, hae
- hae, illa
- illae, haec
- haec, illae

Rectene dico?

4. XC (=_____) sestertii est nimis magnum pretium, nam femina XX (=_____) tantum habet. Sed ecce vir ei LXXX (=_____) dat. Hoc satis est! Femina anulum emit ceterosque sestertios in sacculo ponit.

- nonaginta, octoginta, viginti
- nonaginta, viginti, octoginta
- nonaginta, octoginta, viginti
- octoginta, viginti, nonaginta

Rectene dico?

5. Medus: “Quot numm__ constat ille anulus, Albine?”

- -os
- -i
- -is
- -as

Rectene dico?

6. Albinus: “Pretium huius anuli est C sesterti__.”

- -is
- -i
- -as
- -os

Rectene dico?

7. Medus: “Sed anuli sine gemmis XX sesterti__ emuntur. _____ pretio eum vende!”

- -is, hoc
- -is, hi
- -i, hi
- -is, hic

Rectene dico?

8. Non hic anulus, sed ali__ anulus a Lydia amatur, nam hoc ornamentum foedum est, ali__ ornamentum est pulchrum. Neque hunc anulum Lydia aspicit, sed ali__ anulum. Itaque Medus non hoc ornamentum, sed ali__ emit.

- -us, -ud, -ud, -um
- -us, -ud, -um, -um
- -us, -ud, -um, -ud
- -ud, -um, -ud, -um

Rectene dico?

9. _____ est hoc? Ornamentum est. _____ ornamentum? Anulus gemmatus. Ornamentum _____ Medus in digito Lydiae ponit est anulus gemmatus. _____ anulum gemmatum emit pecuniosus est.

- quid, qui, quod, quod
- quid, quod, quod, qui
- quis, quod, quod, quid
- quid, quod, quis, quid

Rectene dico?

10. _____ anulus ad _____ digitum non convenit. Pretium _____ anuli parvus est. Itaque Albinus alium anulum _____ viro dat.

- ille, illum, illius, illo
- ille, illud, illi, illo
- ille, illud, illi, illi
- ille, illum, illius, illi

Rectene dico?

11. _____ gemma ad _____ feminam non convenit. Pretium _____ gemmae magnum est. Itaque aliam gemmam Albinus _____ feminae dat.

- haec, hanc, huius, hae
- haec, hanc, hae, hae
- haec, hunc, hae, huic
- haec, hanc, huius, huic

Rectene dico?

12. _____ ornamentum ad _____ collum non convenit, quia pretium _____ ornamenti magnum est. Albinus aliud ornamentum _____ collo dat.

- id, id, eius, ei
- id, eum, ei, ei
- id, eum, ei, eo
- eum, id, eius, eo

Rectene dico?

§ 1.2. Some aspects in the digitalization at the globalization of education

The dawn of the age of scientific discovery in the 17th and 18th centuries created the need for new words to describe newfound knowledge. Many words were borrowed from Latin, while others were coined from Latin roots, prefixes, and suffixes, and Latin word elements freely combine with elements from all other Latin language in the medical medical class with learning Latin classrooms including native Anglo-Saxon words. Some of the words which entered English at this time are: apparatus, aqueous, carnivorous, component, corpuscle, data, experiment, formula, incubate, machinery, mechanics, molecule, nucleus, organic, ratio, structure, vertebra. The globalisation of education has already necessitated the application of digital technologies. Online platforms were available for conducting medical class with learning Latines, sharing resources, doing the assessment and managing the day to day activities of academic institutions. However, the use of these platforms was proactive. The COVID-19 Pandemic has forced the institutes to adopt the online teaching mode to sustain the education system. Developed countries were well equipped to deal with this crisis. However, developing countries worked hard to meet this requirement. Digital technologies have emerged as the saviour of education in this critical time. This global crisis highlights the need to be internationally integrated into the education system. Digital technologies assist in developing abilities that will require students in Latin medical classroom in Latin medical classroom' professional performance, such as problem-solving, thinking structure creation, and process comprehension. They are also preparing for a more unpredictable and changing future in which technology will play a critical role. Students in Latin medical classroom in Latin medical classroom' acquired qualities and abilities will be essential to their professional success. Educational resources and Latin IT digital tools help to improve the medical class with learning Latin classroom atmosphere and make the teaching-learning process more compelling. Furthermore, they give each educational institution greater flexibility and customisation of curriculum based on the requirements of each student.

Children might become more engaged in learning if technology is used in the medical class with learning Latin room. Because youngsters nowadays are pretty accustomed to the usage of electronic gadgets, incorporating them into schooling would undoubtedly assist in

piquing their interest and enhancing their involvement levels. Integrating technology into education provides students in Latin medical classroom in Latin medical classroom with an engaging learning experience, allowing them to remain more interested in the subject without being distracted. The utilisation of projectors, computers, and other cutting-edge technical gear in the medical class with learning Latin room may make studying fascinating and entertaining for students in Latin medical classroom in Latin medical classroom. Student learning can become more dynamic and engaging by establishing tasks in medical class with learning Latin that incorporate technology resources, oral presentations, and group participation. Participation can extend beyond verbal communication as well.

Using computers and other devices in conjunction with Latin IT digital tools allows students in Latin medical classroom in Latin medical classroom to play a more proactive role and be at the centre of the process. The instructor becomes a guide in this process and can approve learning efficiency. Using the myriad of digital resources, learners may download the required information or upload their content. The web 2.0 technologies (wikis, podcasts, blogs etc.) facilitate learners to generate content, collaborate with others, assess each other work and move toward co-learning. Digital technologies make it easy to use medical class with learning Latin classroom tactics like gamification or approaches like flipped medical class with learning Latin classrooms that optimise learning. Learning landscapes have evolved as a didactic tool that mixes several techniques and enables distinct itineraries to be presented to each student. Technology makes the instruction more inspiring and meaningful.

David Corson in The Lexical Bar (1985) defended the thesis that the large portion of Greco-Latinate words in Academic English explains the difficulties of working medical class with learning Latin children in the educational system. When exposed at home mainly to colloquial English (primarily Anglo-Saxon words), children may have more difficulty at school than their peers who have more access at home to academic words (often longer, more Greco-Latinate). This difference tends not to become less by education but greater, potentially impeding their access to academic or social careers. In various experiments and comparative studies Corson measured fewer differences between 12 year olds than 15 year olds due to their unfamiliarity with Greco-Latinate words in English and the way teachers deal with them. Corson's views were not always represented correctly. In his totally revised Using English

Words the linguistic, historical, psychological and educational aspects have been integrated better.

Digital medical class with learning Latin classrooms are defined by using electronic devices or platforms such as social media, multimedia, and mobile phones to teach students in Latin medical classroom in Latin medical classroom. With digital technology in education, today's educational landscape has altered for the better or improvements. Digital learning is a learning strategy that employs technology to fulfil the entire curriculum and allows students in Latin medical classroom in Latin medical classroom to learn quickly and rapidly. The digital medical class with learning Latin classroom entirely focuses on teaching via the use of technology. Students in Latin medical classroom in Latin medical classroom use technological or internet-connected gadgets like laptops, tablets, Chromebooks, etc. Instead of taking notes on what the teacher has taught, most of the curriculum is delivered to students in Latin medical classroom in Latin medical classroom online through an engaging and interactive platform. Despite its many facets, education is fundamentally a kind of communication. The internet has resulted in the rise of new communication channels, which have extended the options for the transmission and access to educational information. These media and virtual venues serve as learning facilitators . Various features of a digital medical class with learning Latin classroom. Digital technologies are a powerful instrument that can help improve education in various ways, such as making it easier for instructors to generate instructional materials and providing new methods for people to learn and collaborate. A new era has arrived with the Internet's worldwide reach and many intelligent devices connected to it. Thus, it will be up to instructional designers and educationists to use advanced digital technology's potential to revolutionise education such that effective and efficient education is available to everyone and everywhere. Technology has continued to play an essential role in delivering education to children outside the medical class with learning Latin classroom. Digital learning fosters creativity and gives students in Latin medical classroom in Latin medical classroom a sense of success, encouraging additional learning by thinking outside traditional techniques. All nations were able to adopt remote learning technologies utilising a combination of TV, radio, online, and mobile platforms, which is commendable. These provide easy access to information, easy retention of

information, increased storage of information, and improved presentation of information; education became more interactive, easier sharing of knowledge and increased enthusiasm in learning discusses the significant applications of digital technologies in education.

A **Latin mnemonic verse** or **mnemonic rhyme** is a mnemonic device for teaching and remembering Latin grammar. Such mnemonics have been considered by teachers to be an effective technique for schoolchildren to learn the complex rules of Latin accidence and syntax. One of their earliest uses was in the Doctrinale by Alexander of Villedieu written in 1199 as an entire grammar of the Latin language in the medical medical class with learning Latin classroom comprising 2,000 lines of doggerel verse. Various Latin mnemonic verses continued to be used in English schools until the 1950s and 1960s. Authors who have borrowed Latin mnemonics from Latin textbooks for their own works include Thomas Middleton and Benjamin Britten. For example, in Britten's opera The Turn of the Screw, he used the words of a Latin mnemonic that he had found in a Latin grammar book belonging to Myfanwy Piper's aunt for Miles' "malo" song.

Jacques Brel wrote a song in 1962 about a Latin mnemonic verse. Some mnemonics have been recited to hymn tunes.

The development of technology and digitalisation and especially the development of information and communication technologies have made an important and significant change and shift in all human activities, including training, teaching, learning, and education. These new technologies and accompanied approaches also made things different and more straightforward, improving learners' satisfaction. Improvement of learners' satisfaction contributes to the quality of life as a whole.

By their nature, universities and high education institutions have always been more open and ready to adopt new information and technological solutions and new learning tools and platforms that contribute to the improvement of the learning and teaching process. Digitalisation and usage of information and communication technologies have changed all aspects of the educational process, bringing some benefits and bringing some drawbacks. Initial steps start with the development of digitalised, electronic contacts for teaching and learning, starting from static e-learning materials (such as electronic documents, presentations, and e-books) and

leading to dynamic solutions (such as remote or virtual laboratories, intelligent tutoring systems, e-medical class with learning Latin classrooms, or augmented reality solutions for e-learning). On the other hand, the complete concept of learning has been changed, moving from traditional forms through some blended forms (where traditional approaches were mixed with more or less e-learning contents and tools) up to almost pure e-learning concepts. In recent months, facing the COVID 19 pandemic, the shift from traditional learning to more or less e-learning approaches has been evident. On one hand, it contributes to overcoming existing difficulties, but on the other hand, it will be interesting to evaluate final effects and outcomes in the years that will come.

The evolution of the e-learning concept and digitalisation in education started with developing static electronic materials (which were available to the students in Latin medical classroom in Latin medical classroom using different means, platforms, CDs, external memories, etc.) The evolution continued in developing dynamic interactive solutions, platforms, and systems to support teaching and learning processes (Learning management systems, such as Moodle. Learning management systems enabled the organisation of learning materials, providing several functionalities for medical class with learning Latin management. The following developments included solutions such as virtual and remotely controlled laboratories. Such a system could use information and communication technologies to control entire real systems or be wholly virtual or developed as augmented learning and training systems (Augmented Learning/Training Systems. Lately, there is a trend in using widely presented and available platforms such as mobile platforms and smartphones for different purposes, from e-business to e-learning, contributing to the concept of m-learning. There is a piece of evidence that mobile and smartphones could have a valuable contribution at different educational levels, including education at higher education level. According to the performed analysis, study programs at bachelor level in the field of technical and technological sciences have courses that are dedicated to the learning of the foreign Latin language in the medical medical class with learning Latin classroom either as professional or business Latin language in the medical medical class with learning Latin classroom focused on communication and communication skills (so-called soft skills). Generally, foreign Latin language in the medical medical class with learning Latin classroom is not the main or core course in engineering curricula and study programs; however, knowledge of foreign Latin language in the medical medical class with

learning Latin classrooms, especially English, has tangible importance in engineering and technical professions.

Learning of a foreign Latin language in the medical medical class with learning Latin classroom has importance in enabling processional communication of graduated students in Latin medical classroom in Latin medical classroom and plays an essential role in lifelong learning and modern expert and scientific literature. (It is clear that the English Latin language in the medical medical class with learning Latin classroom is the de facto Latin language in the medical medical class with learning Latin classroom of engineering and the de facto Latin language in the medical medical class with learning Latin classroom of science. Almost all journals listed at WoS and the Clarivate lists are in the English Latin language in the medical medical class with learning Latin classroom).

Generally, in engineering study programs, especially in engineering sciences, medical class with learning Latines have many students in Latin medical classroom in Latin medical classroom and are not suitable for learning English Latin language in the medical medical class with learning Latin classroom skills. Besides, in most study programs, the English Latin language in the medical medical class with learning Latin classroom is placed in the first or second year. Having this in mind, it is not easy to provide a sufficient number of places in phono—laboratories or direct contact and conversation between teacher and students in Latin medical classroom in Latin medical classroom. Generally, there is a natural form of teaching and learning where course materials (texts) are distributed in e-form using e-mail, web, or Learning management system. It can be concluded that digital contents and Latin IT digital tools, information, and communication technologies in foreign Latin language in the medical medical class with learning Latin classroom learning at engineering study programs are not on a sufficient level.

According to different authors, digitalization and usage of mobile platforms and systems in teaching and learning of foreign Latin language in the medical medical class with learning Latin oom, as well as the efficiency of developed and implemented systems, appear as exciting research and practical issue.

Mobile platforms and smartphones as support in teaching and learning of foreign Latin language in the medical medical class with learning Latin room have been used for different purposes, where students in Latin medical classroom in Latin medical classroom use different

possibilities, services and options of mobile devices: SMS, searching of Internet or e-mail. Some researchers have reported on using applications of mobile devices for improvement of interaction and message exchange through e-mails to teach and learn specific Latin language in the medical medical class with learning Latin classroom constructions . Other authors focused their research on possibilities of different Latin language in the medical medical class with learning Latin classroom content search options or targeted SMSs , as well as usage of mobile applications and platforms for learning of foreign Latin language in the medical medical class with learning Latin classroom from static dictionaries and solutions or even dynamic, adaptive solutions and systems.

Several studies point to effectiveness and usefulness and to the number of benefits that mobile platforms and devices could bring to teaching and learning foreign Latin language in the medical medical class with learning Latin rooms. Of course, some changes, drawbacks, and open issues exist in developing and implementing such a solution in learning foreign Latin language in the medical medical class with learning Latin classroomsThe main drawback of mobile platforms and applications is that these applications mainly focus on learning Latin language in the medical medical class with learning Latin classroom by adopting an isolated vocabulary and not Latin language in the medical medical class with learning Latin classroom and vocabulary in its natural context. Additional issues are lack of feedback and lack of adaptation to the needs of the specific user. Having the listed facts in mind, advantages and drawbacks of the existing system, position of foreign Latin language in the medical medical class with learning Latin classroom in curriculum of engineering study programs, and the importance of this specific course, the new interactive mobile application was developed as a support for the teaching and learning process. It helps the acquisition of professional English and vocabulary in specific engineering context due to a high level of adaptability to the needs and learning paths of the individual student or user. The developed application was introduced and tested to determine its educational effects and contribution to the learning outcomes and students in Latin medical classroom in Latin medical classroom’ satisfaction.

Research Method. It is clear that the usage of information and communication technology and a complete digitalisation trend is necessary in the educational process and learning and teaching of foreign Latin language in the medical medical class with learning Latin classrooms , especially in cases where foreign Latin language in the medical medical class with learning Latin classroom has been studied as professional Latin language in the medical medical class with learning Latin classroom in engineering technical study programs. Equipment for visual and audio communication are channels for information transfer to the end-user, and the role of mobile platforms and smartphones is exact. This combination enables significant support to the acquisition of the vocabulary of a foreign Latin language in the medical medical class with learning Latin classroom and substantially impacts the quality of the process, the improvement of learning outcomes, and users' satisfaction.

This research aims to determine the possibilities and effects of mobile application implementation as support in foreign Latin language in the medical medical class with learning Latin classroom learning (professional Latin language in the medical medical class with learning Latin classroom) on bachelor studies as a part of engineering and technical and technological sciences curricula. The goal is to compare and contrast the effects of usage of such system and students in Latin medical classroom in Latin medical classroom' opinions and satisfaction with this blended approach in learning, utilizing mobile and smart phones in the learning process.

According to the stated goals, the following hypotheses were set up:

It is possible to develop a software solution for mobile platforms which will lead to a higher level of interaction and better learning outcomes, especially vocabulary acquisition (engineering terms and definitions);

Implementation of the developed solution increases the motivation of students in Latin medical classroom in Latin medical classroom for participation in the educational process and leads to higher satisfaction of students in Latin medical classroom in Latin medical classroom; Students in Latin medical classroom in Latin medical classroom who use mobile platforms and software have better academic achievements, knowledge and learning outcomes than students in Latin medical classroom in Latin medical classroom who do not use mobile systems for learning.In this research, the mobile application is developed in cooperation of software

engineers and English Latin language in the medical medical class with learning Latin classroom teachers to enable more quality teaching and enable the concept of blended and m-learning. The system was implemented at university, bachelor level in the mechanical engineering study program. Students in Latin medical classroom in Latin medical classroom were divided into two groups (180 students in Latin medical classroom in Latin medical classroom each according to the size of the group defined by accreditation rules in the field of technical and technological sciences). The lesson that was used to test the system was "Machines, tools and technologies in the field of metal cutting", where one group learned new words and concepts using a mobile application, while the other group learned the given lesson and the associated terms by the medical class with learning Latinical method of frontal teaching in the medical class with learning Latin classroom. After the lesson, a short test was conducted, and the achieved results were compared. The level of knowledge of students in Latin medical classroom in Latin medical classroom in both groups and the level of satisfaction with teaching, quality of teaching and learning among students in Latin medical classroom in Latin medical classroom in both groups, and student satisfaction with the application (in the first teaching group using the application) were determined. F and t-tests were used in data processing and establishing conclusions.3. Development and Implementation of an Application for Mobile and Smart Platforms Mobil2Eng for English Latin language in the medical medical class with learning Latin classroom LearningThe students in Latin medical classroom in Latin medical classroom at the technical sciences faculties have the subject English as the profession's Latin language in the medical medical class with learning Latin classroom, leading to the fact that knowledge of a foreign Latin language in the medical medical class with learning Latin classroom provides numerous advantages to graduate engineers. Students in Latin medical classroom in Latin medical classroom of faculties of technical or engineering sciences generally show a high degree of acceptance and use of new technologies while adopting the concept of e-learning, m-learning or blended learning. Therefore, the authors developed an application for mobile and "smart" phones. This application aims to enable faster and more efficient learning of foreign words, (professional) in a new environment where students in Latin medical classroom in Latin medical classroom see certain concepts and objects in their context. The first step was analysis of stakeholders' demands in order to define a high-quality solution that completely fulfils all demands. The general objective was to evaluate importance of specific

requests for different target groups in order to develop high quality solution. The research covered the first-year students in Latin medical classroom in Latin medical classroom on the Mechanical Engineering study programs and was conducted in 2019. The students in Latin medical classroom in Latin medical classroom were selected from 2 universities (total number 483 students in Latin medical classroom in Latin medical classroom. 67% were male students in Latin medical classroom in Latin medical classroom) also we included 9 English as foreign Latin language in the medical medical class with learning Latin classroom teachers from 4 state universities (teaching English Latin language in the medical medical class with learning Latin classroom at mechanical engineering study programs), as well as 4 study program managers and 7 developers (from all four state universities). Students in Latin medical classroom in Latin medical classroom were questioned as a part of a regular and mandatory evaluation of quality of teaching, learning, and education that universities in perform at the end of the semester. The requests for the evaluation were listed according to literature as well as according to our experience. Namely, a mobile application has been developed, which includes the following characteristics: The personalised access and individual login. Three types of system users are predefined. The first type of user is a system administrator who can add new materials and manage the application. The second type of user is a teacher who can manage the teaching content, direct the course of the teaching process, and have communication with students in Latin medical classroom in Latin medical classroom. The third type of users can, using their identification data, index number and code, access online applications where they learn new words, solve tests, and save selected content. This type is planned so that each student can create their personalised path in learning and the testing itself and receive personalised feedback based on the tests, which would indicate potential weaknesses and strengths in his professional vocabulary.

PART 2.

DISTRIBUTION OF DIGITAL MATERIALS FOR LEARNING LINGUA LATIN AT MEDICAL INSTITUTIONS

§ 2.1. Distribution approach in the medical classroom at Latin Latina learning.

Distribution of teaching materials. The distribution of teaching materials can take place in two ways. The method is designed for students in Latin medical classroom in Latin medical classroom to learn new foreign words, having in mind the specific environment and the objects to which the terms are related. Within the metal processing laboratory, QR codes were set on all machines and more comprehensive tools. After logging in to the system, the student enters a specific laboratory, approaches the machine and scans the QR code (for example, a milling machine for metal processing). After scanning the code, they received a description of a specific machine in English with photographs separate professional words and an audio recording where the student can hear the correct pronunciation of the word given. The student also received related terms, i.e., names of tools, parts, etc., which are in context with the given initial subject and can create their vocabulary. In this way, the student learns following his interest, where he sees and connects the concepts in the appropriate context with the possibility of personalisation and choice of his path and pace. In this way, students in Latin medical classroom in Latin medical classroom can use knowledge from other professional subjects and select options that suit them at a given moment (for example, after a lathe, one of the students in Latin medical classroom in Latin medical classroom can scan the code on a completely different machine, and others can deal with parts and tools for the first machine). The system enables scanning of code on a given subject, since learning words and Latin language in the medical medical class with learning Latin classrooms in specific situations and context is a more favourable option, but the student can also get a printed QR code that will scan and get the appropriate field (in case the medical class with learning Latines are conducted entirely in the medical class with learning Latin classroom or if it is a test). Another way of distributing the material is that the teacher directly selects the material that can be sent to a particular group of

students in Latin medical classroom in Latin medical classroom, i.e., after logging in to the system, students in Latin medical classroom in Latin medical classroom receive material related to the appropriate work week. Short knowledge tests. After the appropriate teaching block, students in Latin medical classroom in Latin medical classroom can access short tests. Tests are based on the principles of selecting the correct answer or typing one word or one term. Based on the test results, the student and the teacher receive information on whether the student has mastered and adopted new words and expressions, i.e., which areas he should pay special attention to (Figure 2h). The tests' design includes individualised recommendations that students in Latin medical classroom in Latin medical classroom can receive based on given answers in order to pay particular attention. Tracking student progress. Finally, the teacher has access to the system where he has an overview of all the student accounts, lessons, and QR codes they have chosen, i.e., their tests results. Teachers were allowed to track group or individual student progress, lessons used by the student, QR codes he/she loaded, test results, and a list of words that the student entered in his/her dictionary.

Constant access to the system and the possibility of individualisation. Students in Latin medical classroom in Latin medical classroom are provided with access to the 24/7 system, where they can search for content and select content according to their priorities, i.e., creating their dictionaries. The nature of the mobile application allows students in Latin medical classroom in Latin medical classroom to access the system and determine the dynamics of their learning and have a platform at their disposal that can be useful in various professional situations. In the second step, by calculating the Pearson correlations, it was found that a strong positive correlation exists between different requests for mobile application evaluated by students in Latin medical classroom in Latin medical classroom and teachers and students in Latin medical classroom in Latin medical classroom and representatives of the institutions. Actually, a correlation between the requests of developers and other stakeholders does not exist, and it could be explained by a specific point of view that software developers have on the development of software in this case application for the smart phones and devices. Different research reported that students in Latin medical classroom in Latin medical classroom are generally satisfied with usage of mobile and smart platforms in education. The research presented results from a survey of 19 students in Latin medical classroom in Latin medical classroom where students in Latin medical classroom in Latin medical classroom evaluated that mobile learning

systems are easy to use and understand 3.0, easy for distribution of material, and convenient for discussion 3.79 as well as satisfaction with learning tool. These data generally correspond to data we obtained in our analysis. According to our research, it is clear that students in Latin medical classroom in Latin medical classroom are accepting new technologies which corresponds with that reports that students in Latin medical classroom in Latin medical classroom at online universities have started to accept mobile technology as a new learning tool; consequently, its acceptance has influenced their learning achievement both directly and indirectly. When it comes to the learning of the English Latin language in the medical medical class with learning Latin classroom, our research indicates an increasing motivation of students in Latin medical classroom in Latin medical classroom that have been using mobile platform for learning which corresponds to similar research. One point where the presented application has clear advantage comparing students in Latin medical classroom in Latin medical classroom' satisfaction is that students in Latin medical classroom in Latin medical classroom evaluate existence of individual learning paths (enabled by system) very high (total 71% of 164 evaluated this feature with 5 or 4, 29% with a maximal grade). Moreover, this system has higher grade in the field of being user friendly to end user. For the aspect of learning, the system was tested on one group of 180 students in Latin medical classroom in Latin medical classroom (according to the norms for the technical, technological field) using the "Machines, tools and technologies in the field of metal cutting course". Students in Latin medical classroom in Latin medical classroom studied the lesson with the system's help, visited the laboratory, used the system for learning words, and monitored their lesson learning process (where the first part of the teaching was in the medical class with learning Latin classroom, and the second was done in groups using the system). The second group (control) of 180 students in Latin medical classroom in Latin medical classroom listened to the same lesson in the medical class with learning Latin classroom using medical class with learning Latinical teaching methods. After the teaching unit, students in Latin medical classroom in Latin medical classroom were given a test to assess their knowledge, emphasising the vocabulary adopted after a specific teaching unit.

This work, we will discuss the problem of selection and implementation of methods of teaching and learning. We grouped and described the methods in the way, that

They can be selected according to the aims of teaching and didactical tasks.

It means that when developing educational technologies you will be able to independently realize the purposeful selection of methods. It will allow you to realize such an activity, which will ensure achievement of the goal set by you.

In the proposed methodical manual:

-traditional and innovative models of teaching are presented;

-the growth and the place of the method in educational technology is showed;

-the content of the active teaching methods, the modes and ways of their implementation are revealed;

-the approaches and the criteria of selection of these methods, the possibility for their use in study process are disclosed.

Before talking about the selection and implementation of teaching methods we should clarify the role and the place of this method in the educational technology.

Method – (from Greek Methodos – the way of researching or cognition, theory, teaching), is the whole complex of modes and operations of practical or theoretical mastering the reality, subordinated to specific problem solving.

Teaching method – regulated method of organizing interrelated activities of a trainer and a trainee when achieving the set objective of teaching.

At the beginning of training, objectives that we set are teaching ones, and objectives of trainees, as a rule, are ambiguous. That is why first of all it's necessary to inform trainees about the objectives, e.g. the trainee should:

-(P)erceive and understand these objectives

-(R)ealize and fix them in the memory

-(F)ollow them

If our aims coincide with the aims of the trainee, it will be possible to realize the concerted activity. And then it will have not a subjective-objective (trainer-trainee) character, but a subjective-subjective character.

We will consider the essence and the content of the first group of teaching methods. - Lecture, description, explanation are verbal (from Latin Verbalis - oral, wordy) methods of expounding learning materials. Usually these methods go with illustration, demonstration and video method and provides trainees activity, directed on perception, comprehension and memorization of knowledge, expounded to trainees in a ready-made form.

The main function of this method is teaching. Indications: strict structure, verbal-logical statement, a lot of given information. Lectures allow us to underline the most important points of the subject on which trainees do not pay attention because of lack of experience.

The main conditions of effective implementation of this method of organizing our activity combined with the activity of trainees are:

Making detail planning of lectures

Informing about planning of lectures Implementing concise generalized conclusions after the explanation of each point of the plan

Providing logical link when shifting from one part of the lecture to another

Problem of stating

Distinguishing (dictation) what should be noted Combining lectures with seminars and practical lessons during which their separate statements are carefully analyzed. Use the pedagogical methods:

Move within the medical class with learning Latin classroom and not stay near the rostrum all the time, change your intonations, use gesticulation but within reasonable limits.

Your passion for the subject will make the lecture more active and interesting. If you show that, you consider the subject very interesting and that it’s important for you what and how trainees learn, then your devotion to the work will certainly inspire them.

It is also very important to pay attention to the speed of stating learning material. It should correspond to the level of training of students in Latin medical classroom in Latin medical classroom, their age peculiarities, and not to be too fast, letting them to note the main statements of the lecture.

Description – is a monologue, narrative-informing statement of such a learning material that has a description character and a small volume.

Explanation – is the statement of the learning material through elucidation, analysis, interpretation and demonstration of proofs for different statements of the giving material.

Use of video-method during the study process will give you the possibility to effectively solve most of didactical and educational tasks:

Stating new knowledge, particularly acquaintance with very slow processes, which are impossible to observe directly (growth of a plant, phenomena of liquid diffusion, weathering rocks, etc.), and with fast processes, when direct observation cannot reveal the essence of the phenomena (the stroke of elastic solids, crystallization of substances, etc.)

Dynamic explanation of the principles of operation of complex mechanisms and machinery

Teaching algorithms on fulfillment of diverse types of activities

Establishing specific Latin language in the medical medical class with learning Latin classroom environment at lessons of foreign Latin language in the medical medical class with learning Latin classrooms

Presenting video-documents

Carrying out practical works, exercises, process modeling, making necessary measures

Establishing data bases for conducting practical and research works

Realizing differentiated approach to organization of teaching etc.

The technological map of stating material by methods of description and explanation in combination with illustrations, demonstrations and video-methods. This is the second group of methods that is meant to ensure reproductive activity of trainees, directed not only on mastering and confirming acquired knowledge, but on forming skills and competencies on fulfillment of actions by algorithm (example) under the direct management of the trainee. The method of working with a book carries out all functions: teaching, educational, developmental, and motivational. Trainees can realize it: under your management at the lesson. Independently at home. However, prior to put before trainees the tasks of working with a book at home, make sure that all trainees know how to work with a book independently:

-acquaintance with its structure

--brief review

-reading separate chapters
-seeking answers for the questions
-learning the material with the consecutive division of different types of information in the text
-review
-making notes
-making structural-logical schemes
-solving problems and tasks, fulfillment of exercises
-fulfillment of control tests
-earning the material by heart

If the work is fulfilled during the lesson, then we divide the whole process of studying the material by books into separate parts. We control the fulfillment of these parts.
The main functions of the laboratory method – is teaching and developing.
Using this method, we provide trainees with the possibility: To acquire skills of working with equipment To check familiar and to select new ways of independent researches To master practical skills: to measure and to calculate, to analyze results and to compare them with the existing ones. The most effective laboratory method is the problematic (researching) one, when trainees put the hypothesis forward; define the ways of its realization, search for necessary equipment and materials. During laboratory work larger activity and independence is required from trainees, rather than during demonstration, where they are passive observers and not the participants or executors of researches. The laboratory method is the complicated one. It requires the availability of special, often expensive equipment, and not only your careful training, but students in Latin medical classroom in Latin medical classroom' training. Its use is related with significant costs of energy and time. Thus, planning the use of laboratory method you should be sure that the benefit from independent research would exceed the effectiveness of teaching, which can be achieved by using ordinary economic ways.
The main functions of this method are learning and developing.

The main advantage of this method is that it provides an effective forming and extending of skills and knowledge, and the main drawback is in weak implementation of motivating function. The following types of exercises are distinguished:

-special

-commented

-written

-oral

-industrial-working

-laboratory-practical

Commented exercises serve, consequently they are better realized and learnt. At the beginning, the best trainees are involved into this process and then the completely academic group participates in for activation of the learning process, for conscious fulfillment of tasks. The essence of such exercises is that you and trainees give comments on carrying out activities explaining materials. The method of commented exercises provides the high rate of the lesson, promotes conscious and strong learning of materials by all trainees. Oral exercises are combined with the development of the standard of speech and logical thinking, cognitive opportunities of trainees. Written exercises. Their main purpose is forming, developing and consolidating of skills and knowledge. That's why they should be sufficient and diverse.

Graphical – are used while learning mathematics, physics, drawing, geography, designing, in the process of industrial training.

Laboratory-practical exercises promote mastering skills of working with instruments of labor, laboratory equipment (devices, gauging equipment), develop engineering-technical skills.

Industrial working exercises form a system of especially developed working activities, which have learning or industrial features. They can be simple and complicate: the first are the exercises on fulfillment of separate labor modes, and the second envisage fulfillment of industrial-working operations in a whole or their considerable parts (adjustment of a machine, production of a part of a detail or a device, etc.). We will view separate moments, which should certainly be considered while selecting the methods that we will use during the training process. As it was mentioned, there is a close interconnection between the selection of teaching methods and training objectives.

The objective of any training is to form knowledge and skills of their implementation in practice, to develop aims and personal qualities necessary for that. Nevertheless, since all the components of the objective are implemented in the act of learning activity, it is necessary to apply different methods in their aggregate. In relation to this, an important factor in choosing methods is a didactical task of a specific lesson. Teaching methods have been enumerated before. During simultaneous examination we will try to analyze, which methods better suit to solving these or another training objectives.

The application of various tools and concepts in e-learning has not been new for a long time. In contrast, at the level of the university, academic education, a large number of courses have significant support in e-learning tools but also m-learning, whether it is just the distribution of electronic content, communication, or more advanced methods such as the use of e-medical class with learning Latin classrooms or systems for electronic management of teaching content. It is difficult to say that there are pure examples of e-learning, but different forms of mixed forms of teaching, learning, and education are becoming increasingly important.
One of the courses that are present in almost all engineering study programs is the teaching of a foreign Latin language in the medical medical class with learning Latin classroom (mainly as the Latin language in the medical medical class with learning Latin classroom of the profession), which by its nature and place in the curriculum of engineering studies is set as a general educational subject and often does not receive significant attention. It is also important to note that according to the rules for accreditation in the technical-technological field, the teaching group's size is 180 students in Latin medical classroom in Latin medical classroom, and for auditory exercises, that number is 60. According to the mentioned numbers, the content is supported by appropriate technical means. According to the above numbers, it is not easy to organise medical class with learning Latines using any other teaching method than the most medical class with learning Latinic frontal approach or possible visual presentation of the content using appropriate technical means.

Mobile learning is becoming increasingly important for foreign Latin language in the medical medical class with learning Latin classroom learning. Its key benefits are as follows: the enhancement of the learner's cognitive capacity, the learner's motivation to study in both formal and informal settings, the learner's autonomy and confidence, and the promotion of

personalized learning, helping low-achieving students in Latin medical classroom in Latin medical classroom to reach their study goals. We have developed an application for mobile systems Mobil2Eng, which has the task of modernising the teaching process in English 1 in engineering studies. The application was created as a solution for mobile phones, using modern development environments. They allow the application to be easy to use, to be independent of the type of mobile device, and to achieve a range of functionalities that give students in Latin medical classroom in Latin medical classroom a more interactive, intuitive, and individualised approach to mastering the technical profession's words and expressions. Students in Latin medical classroom in Latin medical classroom get related terms, pronunciation, descriptions in Serbian and English, in addition to the opportunity to test their knowledge and create their dictionaries and learning focuses. The results of this paper indicate that using applications for mobile systems in the concept of "blended" learning has a noticeable positive effect, in terms of encouraging better understanding, learning, and better academic achievement of students in Latin medical classroom in Latin medical classroom. While compared to traditional receptive teaching, initial research shows positive shift in motivation and satisfaction, it is still necessary to monitor the system in the medical class with learning Latin classroom for a long time. The system itself was tested on students in Latin medical classroom in Latin medical classroom in the course English Latin language in the medical medical class with learning Latin classroom, and based on the results presented in the following can be concluded:

It is possible to develop software solutions for mobile platforms that will lead to more interactive teaching, and better mastering of materials, especially mastering engineering vocabulary, has been proven since the application was created and based on knowledge testing in the test and control group. It was found that students in Latin medical classroom in Latin medical classroom who used mobile application for learning have better grades (on average higher by 0.47, 0.51, and 0.63, on repeated surveys). Moreover, a total of 64% of students in Latin medical classroom in Latin medical classroom expressed a very positive attitude regarding the fact that the mobile system makes it easier to master engineering vocabulary.

EXERSICES EXAMPLES (2)

1-05 Singularis numerus et pluralis numerus nominum; tempus praesens indicativi modi verborum

01
puella
puellae
puer
pueri

02
flos
flores
oculus
oculi

03
femina
feminae
vir
viri

04
puer
pueri
canis
canes

05
infans
infantes
ovum
ova

06
Puer salit.
Pueri saliunt.
Puella currit.
Puellae currunt.

07
Vir saltat.
Viri saltant.
Femina canit.
Feminae canunt.

08
Avis ambulat.
Aves ambulant.
Avis volat.
Aves volant.

09
Puella sedet.
Pueri sedent.
liber
libri

10
Equus ambulat.
Equi ambulant.
Equus albus est.
Equi albi sunt.

1-06 De numeris et de horis

01
Una puella equo vehitur.
Duo viri equis vehuntur.
Unus vir equo vehitur.
Duo pueri saliunt.

02
Una puella salit.
Duae puellae saliunt.
quattuor pueri
quattuor pilae

03
Hic numerus tres est.
Hic numerus quattuor est.
Hic numerus unus est.
Hic numerus duo est.

04
Hic numerus duo est.
Hic numerus quattuor est.
Hic numerus quinque est.
Hic numerus sex est.

05
Hora secunda est.
Hora quarta est.
Hora sexta est.
Hora tertia est.

06
una fenestra
tres fenestrae
quattuor fenestrae
quinque fenestrae

07
una patella caerulea
una patella flava
Sunt duae patellae. Altera patella flava est, altera caerulea.
Sunt tres patellae. Alia lutea est, alia caerulea, alia flava.

08
una patella
duae patellae
tres patellae
decem patellae

09
decem digiti
quindecim digiti
viginti digiti
triginta digiti

10
Hora quarta est.
Hora quinta est.
Hora sexta est.
Hora septima est.

§ 2.2. Advantages and disadvantages in testing during teaching Lingva Latina.

The application of advanced solutions increases students in Latin medical classroom in Latin medical classroom' motivation to learn and leads to higher student satisfaction with the teaching process, is substantiated by survey data presented in where 49% of students in Latin medical classroom in Latin medical classroom rated their satisfaction with the maximum grade. Better academic achievements are achieved by students in Latin medical classroom in Latin medical classroom who use modern mobile systems to support learning as compared to the medical class with learning Latinical approach to teaching, which is ingproven by testing on the examined and control group and proven by the application of F and t-test. The first group had the opportunity to use the application, and the second did not. Based on the above mentioned, it can be stated that the research goal is achieved and that the initial hypotheses are proven. In addition, students in Latin medical classroom in Latin medical classroom had the opportunity to submit their comments in free form during the survey. The most frequent comments were that the system is exciting and motivates them for further work and learning (since one concept is straightforward to use by connecting links to another) and that it is beneficial for them to create the technical dictionary that allows them to store and organise words. and the expressions they consider most important. It is clear that the use of such an application for mobile devices is useful in teaching a foreign Latin language in the medical medical class with learning Latin classroom in academic studies and that it represents another contribution to the creation of mixed forms of teaching and learning and a step towards m-learning.The presented software solution has a clear advantage compared to other solutions, mainly in distribution of material as well as on innovative acquisition system based on QR codes. In addition, students in Latin medical classroom in Latin medical classroom highly evaluated the possibility to create individual learning paths using this system, a feature which is another advantage of the presented solution and an advantage when comparing with other systems. From the technical point of view, the solution is based on MEAN stack, taking a number of advantages from this framework which enable portability, scalability, flexibility, and cloud-based functionality.

It has been proven that the application of such solutions has a motivating effect on students in Latin medical classroom in Latin medical classroom and enables them to achieve better results. Of course, the system has limitations in terms of the scope of words and terms entered and the scope of functionality, so one of the directions for further work will certainly be the technical improvement of the application and expanding the database of words, terms, and lessons. Moreover, the application can change the content and can be used for other areas, not only English for the technical profession. Apart from this, further work directions can include integrating this teaching solution with content management systems such as Moodle, for example. The system can also be improved to support other segments of Latin language in the medical medical class with learning Latin classroom learning, such as grammar. In any case, the presented system has significant advantages and is open for further improvements.

Traditional medical class with learning Latin classroom instructions fall short of providing an immediate learning environment, faster evaluations, and more engagement. In contrast, digital learning tools and technology fill this void. Some of the efficiencies such technologies provide are simply unrivalled by traditional learning methodologies. With smartphones and other wireless technology devices becoming popular among the general public, it only makes sense that schools and educational institutions make efficient use of them by putting technology in the medical class with learning Latin classroom. Indeed, today's technology's adaptability and non-intrusive character make learning more appealing to the next generation. However, it may be a formidable technique to manage initially since traditional instructors are hesitant to include contemporary technology and gadgets in school, viewing them as a distraction rather than an intelligent learning aid. An online medical class with learning Latin classroom calendar, where we may display medical class with learning Latin schedules, assignment schedules, field excursions, speaker events, examinations schedules, or semester breaks, will help students in Latin medical classroom in Latin medical classroom plan accordingly. Student response systems, such as smartphones and clicker devices, provide a quick and easy technique for teachers to determine students in Latin medical classroom in Latin medical classroom' learning of the presented content quickly and whether more explanation is required.

Digital technologies influence agricultural operations, and they will soon revolutionise how farming is done in developed countries, reducing our dependency on pesticides and substantially cutting water use. COVID-19 Pandemic, lockdown, and quarantine are three concepts

that have recently entered our lexicon. People worldwide are aware of the catastrophe caused by the coronavirus epidemic. In this crisis, digital technologies are at least keeping the educational system afloat. Students in Latin medical classroom in Latin medical classroom are learning from the convenience of their own homes. Integrating technology into education provides students in Latin medical classroom in Latin medical classroom with an engaging learning experience, allowing them to remain more interested in the subject without being distracted. The utilisation of projectors, computers, and other cutting-edge technical gear in the medical class with learning Latin classroom may make studying fascinating and entertaining for students in Latin medical classroom in Latin medical classroom. Student learning can become more dynamic and engaging by establishing tasks in medical class with learning Latin that incorporate technology resources, oral presentations, and group participation. Participation can extend beyond verbal communication as well. From the environmental impact of using less paper for handouts and books to the time savings and convenience of research, digital learning is a wonderful way to cut costs, better utilise resources, promote sustainability and expand both reach and impact for students in Latin medical classroom and teachers. Technology is pervasive and intertwined in many aspects of modern life and society. The digital revolution that is sweeping the world has begun to infiltrate the realm of education. It is rapidly transforming the way students in Latin medical classroom in Latin medical classroom learn, and as a result, technology is expected to improve the face of education by making it more inexpensive and accessible. This paper is brief about the applications of digital technologies in education. The next three sections discuss the need for digital technologies in education and brief about the Digital medical class with learning Latin classrooms and applications of digital technologies in education. It is followed by a section on the challenges of digital technologies in education along with a discussion on the future of digital technologies in education.

Exercises at translation

Ex 1.1

Magnus es, domine, et laudabilis valde: magna virtus tua et sapientiae tuae non est numerus. Et laudare te vult homo, aliqua portio creaturae tuae, et homo circumferens mortalitatem suam, circumferens testimonium peccati sui et testimonium, quia superbis resistis: et tamen laudare te vult homo, aliqua portio creaturae tuae. Tu excitas, ut laudare te delectet, quia fecisti nos ad te et inquietum est cor nostrum, donec requiescat in te. Da mihi, domine, scire et intellegere, utrum sit prius invocare te an laudare te et scire te prius sit an invocare te. Sed quis te inuocat nesciens te? Aliud enim pro alio potest inuocare nesciens. An potius inuocaris, ut sciaris? Quomodo autem inuocabunt, in quem non crediderunt? Aut quomodo credunt sine praedicante? Et laudabunt dominum qui requirunt eum. Quaerentes enim inueniunt eum et inuenientes laudabunt eum. Quaeram te, domine, inuocans te et inuocem te credens in te: praedicatus enim es nobis. Inuocat te, domine, fides mea, quam dedisti mihi, quam inspirasti mihi per humanitatem filii tui, per ministerium praedicatoris tui.

Ex 1.2.

Et quomodo inuocabo deum meum, deum et dominum meum, quoniam utique in me ipsum eum uocabo, cum inuocabo eum? Et quis locus est in me, quo ueniat in me deus meus? Quo deus ueniat in me, deus, qui fecit caelum et terram? Itane, domine deus meus, est quidquam in me, quod capiat te? An uero caelum et terra, quae fecisti et in quibus me fecisti, capiunt te? An quia sine te non esset quidquid est, fit, ut quidquid est capiat te? Quoniam itaque et ego sum, quid peto, ut venias in me, qui non essem, nisi esses in me? Non enim ego iam inferi, et tamen etiam ibi es. Nam etsi descendero in infernum, ades. Non ergo essem, deus meus, non omnino essem, nisi esses in me. An potius non essem, nisi essem in te, ex quo omnia, per quem omnia, in quo omnia? Etiam sic, domine, etiam sic. Quo te inuoco, cum in te sim? Aut unde

uenias in me? Quo enim recedam extra caelum et terram, ut inde in me ueniat deus meus, qui dixit: Caelum et terram ego impleo?

Ex. 1.3

Capiunt ergone te caelum et terra, quoniam tu imples ea? An imples et restat, quoniam non te capiunt? Et quo refundis quidquid impleto caelo et terra restat ex te? An non opus habes, ut quoquam continearis, qui contines omnia, quoniam quae imples continendo imples? Non enim uasa, quae te plena sunt, stabilem te faciunt, quia etsi frangantur non effunderis. Et cum effunderis super nos, non tu iaces, sed erigis nos, nec tu dissiparis, sed conligis nos. Sed quae imples omnia, te toto imples omnia. An quia non possunt te totum capere omnia, partem tui capiunt et eandem partem simul omnia capiunt? An singulas singula et maiores maiora, minores minora capiunt? Ergo est aliqua pars tua maior, aliqua minor? An ubique totus es et res nulla te totum capit?

Ex.1.4

Quid es ergo deus meus? Quid, rogo, nisi dominus deus? Quis enim dominus praeter dominum? aut quis deus praeter deum nostrum? Summe, optime, potentissime, omnipotentissime, misericordissime et iustissime, secretissime et praesentissime, pulcherrime et fortissime, stabilis et incomprehensibilis, immutabilis, mutans omnia, numquam nouus, numquam uetus, innouans omnia et in uetustatem perducens superbos et nesciunt; semper agens, semper quietus, conligens et non egens, portans et implens et protegens, creans et nutriens et perficiens, quaerens, cum nihil desit tibi. Amas nec aestuas, zelas et securus es, paenitet te et non doles, irasceris et tranquillus es, opera mutas nec mutas consilium; recipis quod inuenis et numquam amisisti; numquam inops et gaudes lucris, numquam auarus et usuras exigis. Supererogatur tibi, ut debeas, et quis habet quidquam non tuum? Reddis debita nulli debens, donas debita nihil perdens. Et quid diximus, deus meus, uita mea, dulcedo mea sancta, aut quid dicit aliquis, cum de te dicit? et uae tacentibus de te, quoniam loquaces muti sunt.

Ex.1.5

Quis mihi dabit adquiescere in te? Quis dabit mihi, ut uenias in cor meum et inebries illud, ut obliuiscar mala mea et unum bonum meum amplectar, te? Quid mihi es? Miserere, ut loquar. Quid tibi sum ipse, ut amari te iubeas a me et, nisi faciam, irascaris mihi et mineris ingentes miserias? Paruane ipsa est, si non amem te? Ei mihi! Dic mihi per miserationes tuas, domine deus meus, quid sis mihi. Dic animae meae: Salus tua ego sum. Sic dic, ut audiam. Ecce aures cordis mei ante te, domine; aperi eas et dic animae meae: Salus tua ego sum. Curram post uocem hanc et apprehendam te. Noli abscondere a me faciem tuam: moriar, ne moriar, ut eam uideam.

Ex.1.6

Angusta est domus animae meae, quo venias ad eam: dilatetur abs te. Ruinosa est; refice eam. Habet quae offendant oculos tuos: fateor et scio. Sed quis mundabit eam? Aut cui alteri praeter te clamabo: ab occultis meis munda me, domine, et ab alienis parce seruo tuo? Credo, propter quod et loquor. Domine, tu scis. Nonne tibi prolocutus sum aduersum me delicta mea, deus meus, et tu dimisisti impietatem cordis mei? Non iudicio contendo tecum, qui ueritas es; et ego nolo fallere me ipsum, ne mentiatur iniquitas mea sibi. Non ergo iudicio contendo tecum, quia, si iniquitates obseruaueris. domine, domine, quis sustinebit?

Ex.1.7

Sed tamen sine me loqui apud misericordiam tuam, me terram et cinerem, sine tamen loqui, quoniam ecce misericordia tua est, non homo, inrisor meus, cui loquor. Et tu fortasse inrides me, sed conuersus misereberis mei. Quid enim est quod uolo dicere, domine, nisi quia nescio, unde uenerim huc, in istam dico uitam mortalem an mortem uitalem? Nescio. Et susceperunt me consolationes miserationum tuarum, sicut audiui a parentibus carnis meae, ex quo et in qua me formasti in tempore; non enim ego memini. Exceperunt ergo me consolationes lactis humani, nec mater mea uel nutrices meae sibi ubera implebant, sed tu mihi per eas dabas alimentum infantiae secundum institutionem tuam et diuitias usque ad fundum rerum dispositas. Tu etiam mihi dabas nolle amplius, quam dabas, et nutrientibus me dare mihi uelle quod eis dabas:

dare enim mihi per ordinatum affectum uolebant quo abundabant ex te. Nam bonum erat eis bonum meum ex eis, quod ex eis non, sed per eas erat: ex te quippe bona omnia, deus, et ex deo meo salus mihi uniuersa. Quod animaduerti postmodum clamante te mihi per haec ipsa, quae tribuis intus et foris. Nam tunc sugere noram et adquiescere delectationibus, flere autem offensiones carnis meae, nihil amplius.

Ex.1.8

Post et ridere coepi, dormiens primo, deinde uigilans. Hoc enim de me mihi indicatum est et credidi, quoniam sic uidemus alios infantes; nam ista mea non memini. Et ecce paulatim sentiebam, ubi essem, et uoluntates meas uolebam ostendere eis, per quos implerentur, et non poteram, quia illae intus erant, foris autem illi nec ullo suo sensu ualebant introire in animam meam. Itaque iactabam membra et uoces, signa similia uoluntatibus meis, pauca quae poteram, qualia poteram: non enim erant ueresimilia. Et cum mihi non obtemperabantur uel non intellecto uel ne obesset, indignabar non subditis maioribus et liberis non seruientibus et me de illis flendo uindicabam. Tales esse infantes didici, quos discere potui, et me talem fuisse magis mihi ipsi indicauerunt nescientes quam scientes nutritores mei.

Using assessments methods

Assessments are used to check and evaluate students' knowledge, skills, and attitudes. Assessment results enable students to check their own progress and performance and inform instructors on students' progress toward achieving learning objectives and course outcomes. It is important that assessments encourage and empower all the students to succeed, regardless of their diverse backgrounds. There are a range of assessment methods, including but not limited to: essays, exams, quizzes, self-assessments, peer-assessments, case studies, authentic assessments, and group projects. These assessment methods can be categorized as formative assessment or summative assessment. (Credit to the Vanderbilt University Center for Teaching for foundational information in this article.)

Formative Versus Summative Assessment

Formative assessment and summative assessment are equally important in an online course. "Formative Assessment is defined by its purpose which is to help form or shape a student's learning during the learning process" (Trumbull & Lash, 2013, p.2). Formative assessments need to be well integrated into the instructional process so that instructors can adjust their teaching based on students' performance in formative assessments. Formative assessment can take any form which allows instructors to reveal students' thought processes, progress toward certain learning objectives, and any misconceptions (Supovitz, 2012). In contrast, a summative assessment is comprehensive and used to assess whether students have acquired required knowledge, skills, and/or attitudes covered in a course. A summative assessment is

typically distributed at the middle or end of a semester. Those distributed mid-semester provide students with opportunities to reflect on their progress or adjust their learning strategies. They also provide instructors with time to adjust their teaching priorities(Maki, 2002). Summative assessments distributed at the end of a semester don't provide the same opportunities for growth. As is shown in Table 1, formative assessment and summative assessment differ in why, what, when, and who.

Table 1 *Formative assessment Vs Summative Assessment*

	Formative Assessment	**Summative Assessment**
Why	Assessing students' understanding of certain knowledge and mastery of certain skills and/or attitudes to identify whether and how to adjust subsequent teaching for instructors and adjust learning for students	Assessing students' understanding of a range of knowledge and mastery of a range of skills and/or attitudes to determine student performance in terms of grades and the effectiveness of an online course
What	Examples: essays, quizzes, concept maps, peer-assessment, self-assessment like portfolio	Examples: final project, mid-term exam, final paper, final group presentation
When	Throughout a semester, regularly like once a week	At the end of a semester and/or mid-term
Who	Mostly assessed by instructors, sometimes by students in terms of self-assessment and peer-assessment	Assessed by instructors

The following assessment methods are often employed in online courses.

Essays

Essays are a common form of a writing assignment in online courses. Short essays are often used to examine students' understanding of concepts, principles, and theories in one field. Long essays are often used to assess students' skills in analyzing, problem solving, or completing creative work.

The key to an effective essay assignment is to provide a clear rubric and effective prompts that can encourage students to think critically and create something new.

Exams

Exams have long been a go-to method for assessing students' knowledge and skills. Exam questions can be multiple choice, true/false, matching, essay questions, etc. It might take a lot of time for instructors to design and develop exam questions, but grading an exam tends to be easier than it is to evaluate projects or research papers. One big challenge when preparing exams is to make sure questions are valid and reliable for students who might perform at different levels.

A key part of the process is to engage students in the exam preparation process, so as to avoid cramming and surface learning. A good strategy for mitigating cramming is for an instructor to review key concepts, theories, principles, and applications with students through lecture videos or module overviews in online courses.

Quizzes

Quizzes are often provided at regular intervals, usually by week or by module in an online course. These quizzes can help instructors make sure whether their students are on the right track. Quizzes can help students review what they are learning, identify their knowledge gaps, and retain information. For students who are nervous about mid-term and final exams, quizzes can help them prepare and ease anxiety.

The Bloom's Taxonomy in the figure classifies the cognitive domain of learning into six levels. Using these levels as a guide can assist instructors in developing effective quiz

questions. In modern spiritual culture, the categories of morality exist in a certain boundary space, filling new content in various areas of human activity. Metaphysically oriented ethical theories, due to the extreme abstractness of judgments, do not have sufficiently particular explanatory potential in relation to situations of modern moral choice; they are not attractive from the standpoint of pragmatically oriented thinking. Considering topical ethical problems, practical ethics, the content of which is "practical moral problems of a borderline and open nature", has come to the forefront. Its goal is to comprehend new strategies, tactics and methods that are manifested in reality on the basis of the principles developed by classical ethics. Practical ethics acts where specific situations arise, determined by special conditions, and there is a need to make informal decisions. Traditionally, the model of a classical university was focused on the formation of the values of freedom, and the development of individuality in students' minds and actions. A modern university is aimed at high intensity and effectiveness of scientific and innovative activities, which requires new approaches in the training of specialists. In the context of digitalization in education, new channels and rules for interaction in this social sphere are being formed. There are obvious changes in the content, structure, organization of the educational process, new qualification requirements for its participants, social problems associated with the so-called "digital divide". In general, these processes are a manifestation of the general systemic situation: the creation of a global technosphere, changes taking place in the "man – technology" system. Technological innovations have a strong impact on the value system, cultural universals in the educational space. The critical rethinking of ethical values in the formation of a moral subject contributes to the deep interaction of knowledge, actions and beliefs of the individual. The creation of the digital world has led to the actualization of the issue of technologies' ethical neutrality. The interaction of the knowledge system and the digital teaching model convincingly demonstrates the influence of technology on content and, consequently, on the spiritual world, the mentality of students. Experts note: in electronic culture "the spiritual and material components are formatted by artificial intelligence – the technology of extracting, representing, storing, processing, transmitting "knowledge" and, in general, "managing them" in electronic culture (Alekseev, 2014). The mastery of these skills and abilities is a result of digital socialization, a feature of which is the mastery and appropriation of social experience in online contexts and the formation of

a digital personality as part of a real personality (Soldatova, 2018). In education, digital competence is based on a new understanding of the subject of learning as a product of communication. The actively discussed concept of a digital personality is revealed through identity with the world of digital technologies, represents the ability to solve problems purposefully and completely using digital technologies, accompanied by the formation of “new meanings of activity”. (Shneider and Symaniuk, 2017). The essence of the problem under consideration is to what extent the “new meanings of activity” are related to traditional models of culture, including the concepts of freedom and responsibility. The interaction of the processes of technologization of the educational space and its moral and ethical features is of research interest, considering a pragmatic solution of the problems faced by society in the field of education, the formation of a moral subject that determines the goals of one’s life.

Nota Bene. Experience of using the credit system in the assessment of academic performance (issues of comparative pedagogy)

The info , intended for a broad audience, epitomizes the training methodologies cultivated through empirical research, signifying an endeavor to project future advancements. This scholarly work constitutes a segment of the publications pertaining to “The Structure of the Learning and Training Process,” aimed at enhancing the activation of educational activities. It is articulated through a series of technical recommendations which, while conceived as a universal framework, specifically targets practitioners engaged in the facilitation of developmental training initiatives. The preceding publications include: 1.The structural composition of the manual (Part One): Levels, value, and credit assessments. 2. The structural framework of leadership (Part Two): Learning outcomes, units, and modules. The distribution of educational content, the modularization process, and the attainment of flexibility are explored through a credit-based assessment methodology.

The formulation and enhancement of such a training framework are predicated upon the insights and evaluations of both individuals and accredited training organizations within the respective domain. The outcomes of these initiatives are delineated, particularly the "Credit Framework in Technical Disciplines (RP 770)," the "National FEU CAT Network (RF 739)," and the application of the credit system for the appraisal of modularized education in Wales.

Moreover, it encapsulates the accumulated experiences of educational institutions and further education establishments, alongside various national organizations and entities engaged in the pedagogy and training of students aged 14 and above. (FEU- Further Education Unit (FEU-Future Education Structure) This document is aimed at bolstering the efforts directed towards the advancement of long-term issues in the field of education.

These include:

- Expanding options for continuing education for individuals over 14;
- attempting to disseminate information regarding educational options;
- preparing for the difficulties of expanding the vocational focus in the education of 14–16-year-olds;
- advocating for a combined approach to general and vocational subjects in the education of those over 16;
- taking into account the advantages and disadvantages of the education of those over 16 with additional specialization of their education;
- the necessity of documenting their progress; the necessity of continuing education for adults; and the necessity of concentrating on the immediate future vocational education goals.

This structure allows all professionals with a professional interest in the issue to engage in discussions and plan productive and successful activities. Meanwhile, the options offered could be used by citizens who use educational services and trainings to record their educational accomplishments.

This paper builds on previous FEU publications (Discussion of the Credit System, 1993, A Framework for the Credit System - Results and Ways of Improvement, 1993, Framework for the Design of a Credit System? 1992). The Council for Quality Assessment in the Credit System's 1993 report, "Choices fall on change," also makes sense in relation to two other recent reports as part of the project on the creation of a training structure in higher education using the credit system and additional retraining with the application of the established credit system, a report by the Higher Education Quality Council (HEQC). October 1994: "Post-compulsory education and training: a combined approach."

Definition of terms

We have made every effort to steer clear of using business jargon. However, we have chosen to harmonize terms in order to achieve agreement for understanding, acknowledging that the full meaning of key words is sometimes not disclosed, and in an attempt to avoid errors and achieve complete clarity in the presentation of the key concept. In order to fully define their differences, it was necessary to discuss a number of terms. We provide examples of this approach, which, as a technique, can then be used in other similar works to restate another obscure term. For distinction, the main word or phrase is printed in a highlighted font each time.

Learning outcomes can be defined as achieving all of the favorable grades and honors that we refer to as "academic" or "professional." sometimes referred to as learning outcomes. A unit is a collection of related lessons results. 3 The idea of a unit should be distinguished from a module, which is a collection of educational programs (e.g., a project, an experimental work assignment, or a lecture course). A single module is frequently created to communicate a single unit for simplicity's sake, but an overly strict relationship between modules and units can impede adaptability and responsiveness. (Refer to page 14).

4 The content of the units reflects the currently recognized standards after national agreement is reached, although local educators independently review draft modules. Learning accomplishments, which occasionally deviate from national standards, must be documented. In these situations, they must therefore expand on already-existing sections while adjusting to a standard methodology. In order to comprehend the path and, more specifically, to describe the size and level of each section, it is possible to compare and differentiate between methods that incorporate common good practices into a method that specifies sections.

5. The average number of hours of instruction needed to accomplish the results determines the unit's size. This is the approximate time it takes for a student to become proficient in a particular course of study. The various levels that are available are compared to determine the unit's level.

6. Based on three factors - learning outcomes, agreed sizes and levels - it is possible to agree on the credit value of a unit. In the FEU system, a 30-hour level 3 unit has a credit value at one level, and a 90-hour unit has a credit value at level 3, etc.

7. When groups of practitioners in institutions reach agreement on the value of the credit, they should also define the context and purposes for which the credit is intended.

8. The value of credit or a credit rating based on the size and level of .s can be used to measure integral qualification. As the sections are used, we discover that not all of their sizes and levels are appropriate for their intended use. For those who created them, this might give them something to think about. Only the appropriate authorized bodies may conduct credit-based assessments of students' knowledge, and they must provide proof of the accuracy of the knowledge assessment procedure, the validity of the knowledge acquired, and adherence to the educational process's protocol.

9. Based on experience, FEU now recommends careful consideration of special aspects of the instructional process and interpretation of results, level, size, and the value of credits associated with these concepts.

In each case, a precise and unambiguous term that has been defined following a professionally conducted discussion among practitioners (examiners' meetings, consortia, open network of colleges, etc.) is necessary for the interpretation to be valid as well as the capacity for analogy. This comprehensive approach to the evaluation process is a fairly forward-thinking method of operation. Every one of the aforementioned article fragments represents a distinct stage in the development of the whole, and each stage has a purpose and a right to exist. The method is applicable to those parts of the educational process that are regarded as being of the utmost importance.

Recognized framework for education and training

There is a wide range in the evolution of learning structures. The study's participants vary in their abilities, aspirations for their lives, and dedication to reaching those aspirations. They require materials that satisfy their requirements in the specified circumstances. These conditions include the learning process, which can take place in school or college and be either full-time or part-time. There are two components to learning and training materials.

- the availability of programs and courses, the ability to select them;
- the knowledge assessment system, its formalization and documentation, i.e. E. certificate and diploma issuance (acknowledgment of level of qualification).

Here, local decision-makers are crucial because they can modify the programs to best meet the needs of the students while taking local characteristics into consideration. Conversely, credentials ought to be in line with contemporary demands: training accomplishments ought to be respected locally and nationally and acknowledged at all levels by universities and employers.

It should be mentioned that historically, the relationship between programs and qualifications has always been strictly regulated. There is now less program flexibility as a result of the required standardization of qualifications. However, there has always been a need for training programs that emphasize various kinds and content, which has somewhat caused confusion in the qualifications jungle. FEU's work over the past few years has shown that achieving a balance between elements like these is possible:

- diversity and consistency;
- flexibility and consideration of local conditions on the one hand, recognition of national standards on the other.

If programs and qualifications differ from one another, it is best to recognize this difference and emphasize it in both situations. There could be variations in both quantity and quality. This will rely on the learner's situation as well as the subject matter's characteristics. We propose that the term "module" be clarified, and that the term "section" be taken into account. We think that local governments should handle modularization, and that section clarification should follow a nationally recognized protocol that takes into account the qualifications and assessment system. Based on suggestions made by groups of practitioners and confirmed in their respective domains, we have outlined best practices in vocational education and training. We are certain that this strategy can resolve the issues and improve the current laws pertaining to vocational education and training.

Regular structure's foundation

The initial stages of creating a balance between maintaining diversity and consistency include defining the assessment process, taking qualifications into account, and establishing the unit's boundaries. A unit is a collection of related learning objectives. They outline what the student has learned, what they have shown, and their abilities. Every unit suggests a size and a level. The method entails identifying a person's areas of proficiency within the following combination of;

- their knowledge, comprehension, and abilities (achieved learning outcomes).

- the level of difficulty and the students' capacity for independent action. (the unit level).
- quantitative achievement ratio (size).

Evaluation entails considering these three aspects. Assessments vary in terms of the significance, magnitude, and level of the results. However, the history of the term's origin also contributes to the concept's expansion, as does the diversity in the application of various qualifications. Any assessment that already exists can be examined in a section. Others have not yet been described, but NVQs (National vocational qualification) and GNVQs (General national vocational qualifications) have already been. One could argue that the conclusion drawn from comparing the sections cannot be inferred from programs, previous reports, and examination records for those that are not described. There are variations in the way each of the assessments made within a section is applied. The grading system used, along with its benefits and drawbacks, is determined by how well the methods of creating a correspondence between sections and their learning outcomes are coordinated.

List of the terminologies

Credit structure: a set of specifications to describe the approximate achievement in learning.

CATS: Credit processing and transfer system

Learning outcomes: what the learner will know, understand and do.

Evaluation criteria: accuracy for more specific assessment of learning outcomes

Section: Interrelated learning set, defining. learning outcomes (any size)

Module: set of instructional lectures. (any size)

Size: the amount of material presented by the approximate hourly load required for comprehension

Level: degree of complexity, autonomy, degree reliability and authenticity of the section

Credit value: the section’s value is based on the results of training, size and level. Expressed in an approximate 30-hour load.. Context and objective considered.

Credit rating: full assessment of the holistic qualification, or related sections, based on the intention of the developers than on the analysis learning outcomes.

Credits: The scores based on the calculation earned by students in learning sections issued by the appropriate authorized authority, during the formal examination procedure

Credit value derivative: total amount based on the combination more than one indicator: credit value, credit rating and the actual count estimated credits.

The benefits are multiplied if each section has its own identified size and level. For example, even within the same assessment process, it is possible, and sometimes even necessary, to make differences in size and levels for each section. Students, faculty, and senior staff all need clarity on the nature of these differences. FEU develops and verifies specifications to determine the sections, their level and size. Together, they provide a framework that has uses for:

- planning and implementation of training programs;
- the manual;
- defining the foundations for the same understanding of the goals set (in the case when the goals of the national level and the requirements of permissible accidents correspond to GNVQ and are equivalent to two levels of GCE).

The FEU structure always makes it possible to approximate the level and size of the sections. However, it is also possible to group the sections according to the nature of the training. Depending on how it's done, it can have different uses. Eg:

- if the sections are grouped according to the field of study, then we can identify what needs to be reflected in a balanced program;
- if they are grouped according to educational purposes, we can see which section has an advantage over the other;
- if they are arranged in order of advantage of some topics over others , then they are arranged according to this;
- if the sections are considered in relation to different qualifications, this shows the possibility of their interchangeability.

The structure may also reflect how students can combine qualifications in an acceptable way; how to use different aspects of the learning process to achieve qualifications; and how elements of different qualifications can be taught based on acceptable tuition fees. This allows teachers and students to identify additional sections that are not reflected in existing national qualifications, thus taking into account both motivation and success in the main educational process.

Most importantly, the ability to describe existing national qualifications for those over the age of 14, in accordance with a common approach to public understanding of the National Curriculum and their potential. The FEU structure determines this, taking into account diversity and creating conditions for choice. This shows the importance of differences. This helps to avoid stereotypes that lead to the separation of “scientific” and “professional” subjects, thereby showing real, as opposed to fictional, differences and similarities.

Based on the learning outcomes, the size and level of the section reflect the value of the loan. This can be used to link those equivalents mentioned above to define the context and purpose. The value of the loan also provides a basis for credit assessment, assessment quality, and procedure determined by the relevant authorities. The structure that FEU offers to achieve high-quality training, with the introduction of relevant terms in the sections, may be as follows:

- title
- learning outcomes
- evaluation criteria
- level
- size
- the value of the credit

If all these features are reflected at the national level and in national terms, the content and objectives of which reflect the term credit value, then the curricula reflect both the credit scoring system and their improvement procedure. There is the NCVQ, the National Council for Assessing Educational Achievement, and the SCAA, the Council for Evaluating School Curricula, with the right to review national qualifications and achieve a common agreed position at the local level. However, a complete and generally accepted system does not yet exist.

Working out the details The results of mastering the section should be determined (where they don't exist yet) and be fundamentally similar to the accepted NVQ and GNVQ. This provides a general approach to determining what the student will need to know, be able to do, and provide criteria for evaluating them. In the future, it is assumed that the written definitions will be constantly interpreted using other examples from practice, through meetings, a consortium between colleges and representatives of an open network of colleges. This follows from the NCVQ requirements, which allows us to maintain the relative stability of terms. The FEU performs a guiding role to ensure results.

Levels The FEU approach is characterized by the fact that within each level there are eight sublevels, the first of which is the “Pass-through” level; it takes into account and includes a limited number of basic skills, knowledge and understanding of the primary tasks of the Open College Network level. These are the first three levels that meet the NVQ (National vocational qualifications) academic level. Current consultations are underway to develop an established structure and use of the credit system, this may correspond to the development of levels 4-6, based on the widely used HE CATS (high education credit attestation assessment transfer system credit attestation assessment transfer system system, level 7 corresponds to post-secondary education and obtaining initial professional qualifications. In GNVQ, levels 1 and 2 correspond to GCSE indicators, which means that the system of levels that FEU offers belongs to the initial Key Stage – 4 of the National Curriculum, for the age of 14. FEU has already prepared working descriptions for four "Walk-through" Levels, and experience shows that they satisfy practitioners and allow them to be continuously improved within the existing network, provided the necessary materials are available.

Size The size of the section can be determined by a group of practitioners with the calculation of the average number of hours per student in order to achieve educational results – at the estimated time. The value of the loan and the receipt of loans. The result of the debate and the implementation of the subsequent planned work, as well as the publication, showed FEU that the word "credit" can be used in a variety of different approaches. Those who have experience in this field may have differences in interpretation, but those who have not been involved in the relevant work may not understand the meaning correctly. For example, there is a fact that the value of a loan is determined by the hourly workload set on a national scale, and this caused the volume of the study section to change by using other characteristics. There may be confusion between the existing loan and the study section (and the whole qualification) and the student's assessment using a credit system. “Loan processing” can be carried out in various ways (“training credits" have a completely different meaning.)

FEU is seriously considering the use of terms. And this could make some people think about the specifics of this approach to understanding key concepts, and in some cases cast doubt on the interpretation of the established term “credit”. Thus, a reasonable approach is based on developing and identifying the accuracy of terminology, there are several ways. It is necessary to make distinctions:

- determining the size of each partition (taking into account the approximate hourly load);
- determining the value of the credit, which is at least related to the size of the section (corresponding to an approximate hourly load of 30 hours) Nevertheless, it assumes that the level has been previously agreed upon and that the results can be predicted.

The value of a credit is determined by a group of individuals or an educational institution based on needs. Sometimes a group or institution reaches an agreement on the size of the section (for example, according to the schedule of the workload), without determining which it is impossible to achieve a learning goal. For this reason, it is recommended to clarify the context and goals.

If the student achieves certain learning outcomes, then his knowledge is evaluated, let's assume the value of the loan is 3, he or she only receives assessment credits only after the authorized body determines the appropriate assessment procedure, and if the issue of issuing certificates is resolved.

Some national qualifications specifications stipulate that the study sections, in turn, affect national "standards", they are consistent with the NCVQ or SCAA. Other assessments simply require that the section be checked for consistency and clarity. If the section is learned by the student, let's say in 36 credits at the -3 level, this determines the overall indicator of his success. These credits could also be obtained through (say) two GCE A–levels, through GNVQ – 3, or through an adult-accessible course. In this way, regularity is ensured, through which equivalence is expressed, which could be suitable for procedures such as university enrollment, the issuance of national diplomas, or being included in a shortlist of available jobs. For example, the following loan value is offered for discussion:

1 *GNVQ section* (any level) = 3

12 GNVQ section level – 3 = 36

1 *A* level = 18 level - 3

1 *GCSE* = 5 level – 2

1 GNVQ section (of any level) = 3

12 GNVQ Section level – 3 = 36

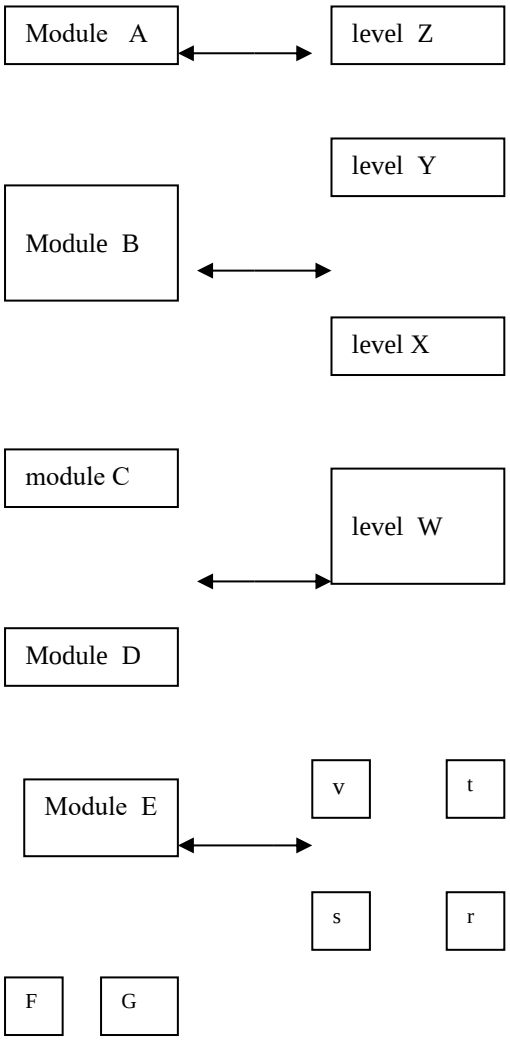
1 A level = 18 level – 3

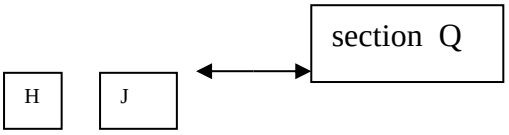
1 GCSE = Level 5 – 2

Credits can be considered, provided there are reliable results achieved at the level of the issue raised. It is still possible to develop special results by identifying the section and the result to be obtained. Sometimes it is necessary to determine the full number of credits and some specific sections when addressing the issue of the degree of the human factor. In other cases, some jobs are identified, then only certain sections are identified.

Sections and modules Everything described above is related to the concept of a SECTION, a term considered as a training course related to learning outcomes. This does not say anything about the way in which students can achieve these results. The ratio of Sections and Qualifications, and the subsequent breakdown of Qualifications into Sections, leads to MODULARIZATION (although it should be noted that this does not always happen).

It can be noted that the modular approach leads to a certain expansion of the educational process. Modules can be large, as is the case with a full A–level program consisting of three subjects, or small, as is the case with NVQ. In some cases, there may be separate modules designed for each section with an index of its digestibility. However, in some cases, large modules may be designed to accommodate multiple sections.





The relationship between sections and modules is very flexible. The results of mastering the section can be achieved on the basis of a single module. Alternatively, they can be achieved through more than two training modules, or a single module containing a large number of sections. For example, the developed work module, which is conceived as a module on vocational education, can be supplemented with a section on "Mathematics" and "Communication Psychology". It is possible to conduct an assessment of personal ability related to the results of mastering various educational sections, avoiding possible omissions. Such sections can be evaluated immediately after passing, other sections can be evaluated after completing the entire curriculum. It's a matter of choice. The educational structure is completely neutral in this regard and allows for the implementation of:

- make a combination of sections for any selected qualifications;
- provide certain evidence that demonstrates the achievements and learning outcomes (term papers, exams passed externally, observations of learning activity in a diary and journal, etc.);
- assimilate the material during the learning process.

On the one hand, there is a need to preserve such features as the consistency and alignment of curricula, on the other hand, there is a need to take into account national standards and take into account local specifics in order to ensure program flexibility. Hence, the training sections reflecting the requirements of national standards can be used more widely, but the guides should be free to define modules and apply them taking into account local conditions. They can choose the scheme of the proposed installed modules, but at the same time retain the right to choose. Thus:

- the size of each partition should be expressed within the limits of the hourly load ;
- the value of the loan should be expressed in a calculated 30-hour workload and expresses a desire to recognize the level and scale of results in the assimilation of the educational section;
- the context and purpose that the loan value serves should be specified;
- The successes of any individual should be recognized and appreciated;

- the overall level of quantitative achievement in education according to the established requirements and goals should be determined within the required level and number of credits;
- if necessary, success in assimilation of special learning outcomes can be determined within the framework of mandatory learning sections.

National qualification characteristics, an open educational network of colleges and the development of a common structure for the use of loans. Some national qualification characteristics determine the ratio of each other within the limits of the needs that come from students. Thus, most of the GCE A level training sections aim to be equivalent to each other, and the 12 GNVQ – 3 level training sections aim to be equivalent to the other two GCE A levels. In other words, achieving these qualifications involves achieving Level 3 credits, and FEU identifies and recommends what these levels should be. This could be conventionally referred to as "determining the level of value" until the composite learning components are analyzed in detail. When this analysis is completed, differences in the level and size of the training module and section will be revealed.

This can serve as a basis for developers of qualification characteristics. This does not mean that the qualification characteristics will differ from the assessment credits, but at the same time, if necessary, work can be carried out to improve and unify them. In many places, including Wales, practitioners are developing the structure created and used by OCN to create a system for which practitioners can develop the level and size of the study section. The same system is used to identify study sections where there is no definitive certainty about qualifications (at the GCE A level). or to create new sections, in cases where certain inconsistencies with their national qualifications are revealed. OCN and the Access program create conditions for the use of such a tool that would allow to identify non-accredited achievements in the educational process.

This could be particularly valuable for adult education and could provide motivation towards national qualifications. It should be emphasized that, wherever possible, and based on the interests of students, as well as government education policy, existing academic sections embodying standards (NCVQ or SCAA) recognized at the national level should be used as they are envisaged. Any recommendations for amendments should be submitted to the appropriate authorized body.

Development of the structure. FEU supports an approach to the implementation of existing qualifications based on national standards and the associated terminology development process and the development of educational sections by combining:

- short terminology describing the results of the educational process;
- examples of successful assimilation;
- A network that allows practitioners to test and develop a common understanding (through consortia, examiners' meetings, etc.)

Largely due to a number of historical reasons, some existing qualifications reflect these leading three factors more than others. Thus, NVQS are more advanced in terms of determining learning outcomes than the GCE A level. On the other hand, NVQ assessment is carried out during the training process, taking into account the existing requirements, a systematic A–level network. The three dimensions – learning outcomes, level, and size-receive different accents in different qualifications and assessment systems.

For example: (a) NVQ sections reflect specific learning outcomes, but do not address learning level and size. In practice, a separate section can reveal the differences between these two aspects, and even within the same qualification. (b) GCE levels reflect the levels of success achieved. The total size of the programs also matters, but it differs between the A-level programs that students have learned. The peculiarity of learning outcomes is that they can vary even between different thematic programs in the same subject. (c) The GNVQ sections determine the learning outcomes and the size of the program, as well as the advancement of GNVQ (as an example) and it is designed to equalize the level – A within the required indicators. (e) The use of a credit system at the OCN level, within the acceptable limits of the use of a credit assessment system, provides a detailed description of learning outcomes. Special emphasis is placed on each aspect, taking into account the relevant circumstances in which the assessment process is carried out; for example, agreement is reached on some programs based solely on the minimum number of credits received at a certain level; for other programs, a special number of credits of a certain level is determined in special places of the educational process for specific sections.

Even where qualifications are not indicated or measured (for example, SECTION size in relation to NVQ) teachers – or even the providers of this information - may have a great interest in this issue. The placement of sections within the structure makes it possible to respond to

learning needs without distorting the path that was chosen by the evaluation body to measure learning success.

Where this agreement is reached, the value of the loan in relation to the section is determined, which implies not only an interest in verifying academic results, the level and size of the curriculum, but also signals that they would like to recognize the current assessment credit system in accordance with the goals set. Although this is not always feasible, FEU would prefer to be specific about the content and academic purpose for which the value of the loan justifies its current academic potential, as well as protects the interests of the student.

Thus, there is a growing understanding of what constitutes the value of loans, an understanding of the reasons for the preference for their use on the part of institutions, as well as an understanding of the personal benefits of an individual student. Therefore, the FEU defines and recommends the use of generally accepted terms and procedures that could fit into a nationwide system. The way in which the value of a loan, the value of a study section, or a qualification develops must be agreed upon. It may happen that assessment bodies will be selected in order to facilitate the implementation of these assessments in the certification procedure; credits and levels for the assessment procedure are recorded, agreed upon and published in the national press; selected educational institutions issue documents certifying the academic success of each student. In some cases, the documents issued are not certificates attesting to the learning outcomes.

Conclusion

At the same time, it is important to remember that the FEU approach provides an established terminology and procedure for determining the results, level and size of the study section, as well as the effectiveness of the credit assessment system. This means that the system also acquires its importance as easily adaptable and flexible in terms of context and learning objectives, which puts it in a better position than other approaches.

This description of the assessment procedure for the assimilation of educational sections and the results, which are based on terms of size, level, and ways to improve qualification characteristics, creates the opportunity for individual student choice of the course. It also allows employers and labor exchanges to base their decisions on complete and accurate information rather than speculation. The sections and the corresponding qualification characteristics can be evaluated already according to the credit system mentioned above.

The proposed approach may be improved in the future based on further development of aspects such as course planning and cost-effectiveness.

Practitioners can develop a model structure based on local conditions without distorting the requirements of national qualifications. However, if the established structure is approved at the national level, it will progress rapidly and make it much easier to solve current problems (especially the interconnection between different systems). The various ways of functioning of this structure include:

- improvement of curriculum planning and its implementation
- creates an opportunity to expand and balance programs and their evaluation;
- provision of internal and external resource support for programs;
- presents various ways to improve the process of mutual understanding between employers and students;
- improvement of career guidance and assistance in choosing the curriculum;
- stimulating the introduction of a "credit piggy bank" and a "loan processing" procedure
- measuring the efficiency indicator.

This structure can be used by various users only if minor changes are made.

This approach is recommended mainly as a direct path leading to the integration of various systems and to direct practice. It is designed to be compatible with them. However, we must proceed from the problems of mutual understanding, taking into account the accepted terminology and the experience of the past, recognizing the existing traditions of using established traditional terminology and the current experimental innovation. This work, as well as the previous “Guide to using the Framework” N 1 and N 2, describe differences in the field of education and examples of the implementation of the described strategy.

Combining all existing qualifications and implementing them based on an established Structure is quite a difficult task, as is creating National-level or NVQ Training Programs, but it would bring double benefits to stakeholders.

Appropriate coordination work at the local level, together with authorized national authorities in the chosen direction, contributes to the control and further development of the system, which would create additional opportunities for the structure to develop the necessary aspects of economic efficiency that pre-empt unjustified risk and failure. Thus, it becomes clear from the above that the practice of using knowledge assessment using credits is of interest

in terms of studying international experience in using new approaches and ways to improve the educational process. One can agree or object to the credit assessment system, but in any case, one cannot ignore the fact that in the context of education reform in Uzbekistan, this approach can play a positive role in developing strategies and tactics for using innovative opportunities, such as comparative research and forecasting future changes in the application of new pedagogical technologies.

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CONCLUSION

Advancement in digital technology is rapidly changing the contemporary landscape of business and associated networks for manufacturing firms. Many traditional physical products are now being embedded with digital components, providing them digital capability to become digitized products. The digitization of physical products has become an important driver for digital service innovation within manufacturing industries. Such digital service innovation transforms value networks of manufacturing firms in various industries.

“Latin language and modernity with digitalism in the medical class” is designed to be a comprehensive work covering the entire curriculum for medical students in this subject. The course “Latin Medical Terminology” is a course that introduces students to the Latin medical terms that are commonly used in Medicine. The aim of the two-semester course is to achieve an active command of basic grammatical phenomena and rules with a special stress on the system of the language and on the specific character of medical terminology, and that to the extent that enables an active use of Latin language and digitalism with modernity medical terms and promote further own work with them. The textbook consists of three basic parts:

Anatomical Terminology: The primary rank is occupied by anatomical nomenclature whose international version remains Latin in the full extent. All of the anatomical nomenclatures produced so far have used Latin as their base. The first official Latin anatomical nomenclature was introduced at a congress of the Anatomist Gesellschaft in Basle in 1895, the last edition, called Terminologies Anatomical, was introduced by the International Anatomical Nomenclature Committee and published in 1998. Latin as a dead language does not develop and does not belong to any country or nation. It has a number of advantages that classical languages offer, its constancy, international character and neutrality. Clinical Terminology: Learning clinical terminology you should realize that it is in many ways like learning a foreign language. Like a foreign language, medical terms often sound strange and confusing. Because of being unable to understand the words, they will have very little meaning to you. Nevertheless, it is wrong to assume that only highly educated people can use and understand them. Medical terms

sound like a foreign language because the vast majority of them have Latin origin. The digital transformation of the educational space, like any technological innovations that took place in this area, has a significant impact on the process of socialization of students, their understanding of the dialectics of freedom and responsibility as one of the meaningful guidelines. Digitalization implies the use of the latest technologies for better and faster execution of various operations and allows the use of technologies for those activities in which they were not previously manifested. The organizational, methodological, socio-psychological aspects of digital education are due to fundamental qualitative changes taking place in society – the formation of digital culture, the phenomenon of digital socialization, the actualization of digital literacy and digital competence. The concept of digital education initially means the formation of a digital base of the educational process based on the introduction and widespread use of IT technologies. The definition implies "the organization of interaction between educators and students in a digital educational environment, the main means of which are digital technologies, digital tools and digital traces as the results of educational and professional activities in a digital format" (Vayndorf-Sysoeva and Subocheva, 2018). In the literature on pedagogy, philosophy and psychology of education, the components and means of creating an electronic educational environment, digital content, the specifics of testing tools, etc. are widely discussed (Frolova, Rogach & Ryabova, 2020; Kasavin, 2021; Mamedova, 2016). There are obvious changes in the content, structure, organization of the educational process, new qualification requirements for its participants, social problems associated with the so-called "digital divide". Organizational, methodological, socio-psychological aspects of digital education are due to fundamental qualitative changes taking place in society – the formation of digital culture, the phenomenon of digital socialization, the mainstreaming of digital literacy and digital competence (Makarov, 2018; Potyrała, 2020). Technologies develop faster than humans adapt to them. The requirements for visualization of educational material form the discrete nature of the text organization and its perception, rhizomatic thinking contradicts the logic of the linear sequence of reasoning, analytical work of the intellect is not needed. The most important digital risks include the growth of uncertainty in understanding the basic values of human life – "life as if there were no cultural resources" (Kravchenko, 2019); the reduction of the authority of classical knowledge as opposed to the latest knowledge, the identification of knowledge with information. One of the critical features of a person's consciousness, working within the

framework of network logic, is “saving psycho-emotional resources”, a decrease in empathy, compassion in the cognitive process, since there are no non-verbal emotionally supported personal moments of the dialogue in digital education. The concepts of digital competence and digital socialization reveal new goals and meanings of the modern educational process. The first one is about the ability of a person to use IT technologies in all areas of activity to obtain a maximum effect. Digital competence is based on the concept of digital literacy as “understanding, attitudes and skills of an individual to use digital tools effectively and opportunities for identification, access, assessment, integration, management, synthesis and analysis of digital resources, the formation of the latest knowledge systems, interaction with other individuals for a more constructive social interaction in the paradigm of certain situations” (Gladilina, Kadyrov and Stroganova, 2019; Minina, 2020). The concept of a higher degree of commonality–“transliteracy” implies a kind of expanded literacy, including coexistence, interaction, intersection of information-semiotic systems: from written and oral creation of texts - to the level of digital literacy. The challenge for a teacher is to create a voluminous field for manifestation of transliteracy, to teach students to find and create cultural meanings in the array of information received. Researchers introduce the term “spontaneous socialization”, noting the specifics of digital socialization that occurs in the “open communication” mode on the social media platform. Spontaneous interaction is characterized as a free communication mode with self-directed capabilities. In this process, collective identities dominate in on-line discussions; as a result, there is a rapid change in the assessment system, no experience of reflection, and the idea of individual ethical responsibility of a person is blurred. It should be noted that there is a certain technological predetermination of the actions of the subject of learning, which contributes to the formation of a certain type of thinking. The way of the material’s (content) formatting attaches a well-defined organizational capital to the final knowledge. In this context, the concept of organizational capital is revealed as the transformation of knowledge into a sustainable source of growth, the ability for creativity, innovation, good communication skills. At the same time, the “shadow” side of developed communication is often manifested; it acts as an imitation of activity, stimulation of the subject’s behavior in the absence of real social activity. Such actions can be characterized as meaningless freedom that appears in the form of imitation of actions. In the classical ethical theory, freedom is implemented through the possibility of choice, which in turn is associated with the will and mind of a person

(Apressyan, 2017, Kocherov, 2015). For a person of the era of digital transformations, freedom is largely understood as emotional experience that arises in a kind of "compression" of social time and space, a short distance in planning life cycles, which is due to the high rate of social changes. The act of communication is focused on achieving understanding: information – message – understanding. In the conditions of spontaneous interaction, changing digital identity, the situation of understanding seems to be an ideal and not always achievable option, a manifestation of formal freedom "without purpose and content". The pragmatic aspect of understanding and testing the actions of an individual within the framework of freedom and responsibility is manifested in the need to "fit" into a new innovative environment, to join the system of professional requests quickly, and, in general, in the openness of development experience for a young person in the educational space. The concepts of freedom and responsibility are specified as the conscious distribution of one's resources, about being involved in socially significant activities

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C O N T E N T

APPENDIX

Learning a new language can be an incredibly rewarding experience, opening up new opportunities for travel, work, and personal growth. With the rise of the internet, there are now more resources available than ever before to help you learn a new language. In this blog post, we will explore the top 10 websites that can help you learn a new language quickly and easily.

1. Duolingo

Duolingo is a free language learning platform that offers a variety of languages to choose from, including Spanish, French, German, Italian, Portuguese, and more. The platform uses a gamified approach to language learning, providing lessons in the form of games and quizzes. Each lesson is designed to be short and engaging, making it easy to fit language learning into your daily routine. Duolingo also has a progress tracking feature that allows you to monitor your progress and set daily goals for yourself. The app is available on multiple platforms, including web, iOS, and Android.

2. Babbel

Babbel is a paid language learning platform that offers a comprehensive approach to language learning. It offers interactive lessons, vocabulary exercises, and grammar drills to help you master a new language. The platform covers essential topics such as greetings, travel, and everyday conversation, making it perfect for those looking to improve their language skills for practical use. Babbel also offers a variety of languages to choose from, including Spanish, French, German, Italian, and more. It is possible to access the platform via the web, iOS, and Android.

3. Memrise

Memrise is a free language learning platform that uses a combination of games and flashcards to help you learn new words and phrases. The platform offers a variety of languages to choose from, including Spanish, French, German, Italian, and more. The platform also offers a large community of users who are also learning a new language, which can provide additional support and motivation. The app is available on multiple platforms, including web, iOS, and Android.

4. Rosetta Stone

Rosetta Stone is a paid language learning platform that offers a comprehensive language learning program that includes interactive exercises, live tutoring, and mobile apps. The platform uses a unique approach to language learning called "Dynamic Immersion", which immerses users in the language and culture of the target language. The platform offers a variety of languages to choose from, including Spanish, French, German, Italian, and more. It is possible to access the platform via the web, iOS, and Android.

5. Lingoda

Lingoda is a paid language learning platform that offers live online language classes with native speakers. The platform offers a variety of languages to choose from, including Spanish, French, German, Italian, and more. The platform also offers flexible scheduling options, allowing you to choose the class time that works best for you. The platform is available on web.

6. LiveMocha

LiveMocha is a free language learning platform that offers a community-based approach to language learning. The platform allows users to connect with native speakers to practice speaking and listening. The platform also offers interactive lessons, quizzes, and exercises to help you learn the basics of a new language. The platform offers a variety of languages to choose from, including Spanish, French, German, Italian, and more.

7. iTalki

iTalki is a paid language learning platform that connects you with native speakers for one-on-one language classes. The platform offers a variety of languages to choose from, including Spanish, French, German, Italian, and more. The platform also offers flexible scheduling options, allowing you to choose the class time that works best for you. The platform is available on the web.

8. FluentU

FluentU is a website and app that offers a variety of languages, including Spanish, French, German, and Italian. The platform uses real-world videos, such as movie trailers and music videos, to help users learn a new language. The videos are accompanied by interactive captions, which provide translations and definitions for new words and phrases. FluentU also offers quizzes and flashcards to help users review and retain new vocabulary.

9. Open Culture

Open Culture is a website that offers a wide range of free language learning resources. The website offers audio and video courses, as well as transcripts and quizzes, for a variety of languages, including Spanish, French, German, and Italian. Open Culture also offers a mobile app, which makes it easy to access the resources on-the-go.

10. Language Exchange

Language Exchange is a website that connects you with native speakers who are also learning your language. It's a great option for those who want to practice speaking and listening with a language partner.

In conclusion, the internet is a treasure trove of resources for language learning. The above-mentioned websites offer a variety of approaches to language learning, from interactive games and quizzes to live online classes with native speakers. With so many options available, it's easier than ever to find a website that fits your learning style and schedule. So why not start learning a new language today!


puella


femina


equus


puella et femina


vir in equo


vir in equo


puer sub scapha


puer et canis

1-01 Nomina et praepositiones

01
puella
puer
canis
feles

02
vir
femina
scapha
mensa

03
pila
equus
scapha
elephantus

04
puer et canis
puella et femina
vir et femina
vir et puer

05
puella et feles
puella et femina
puella et equus
puella et canis

06
puella in equo
vir in equo
femina in equo
puer in equo

07
puer in mensa
puer sub pila
puer sub mensa
puer in aqua

08
puer in scapha
puer sub scapha
puer in mensa
puer sub mensa

09
femina in scapha
vir in scapha
vir et femina in scapha
puer et puella in scapha

10
puer et canis
puer in mensa
puer sub mensa
puer sub pila

1-02 Verba: tempus praesens indicativi modi

01
Puer salit.
Equus salit.
Puella salit.
Canis salit.

02
Puer currit.
Femina currit.
Puella currit.
Equus currit.

03
Femina currit.
Femina salit.
Puellae currunt.
Puellae saliunt.

04
Puellae ambulant.
Puellae currunt.
Puer salit.
Puer ambulat.

05
Vir et femina ambulant.
Vir et femina saltant.
Femina ambulat.
Femina saltat.

06
Vir legit.
Femina legit.
Vir saltat.
Femina salit.

07
Vir puerum consequitur.
Vir cadit.
Puer cadit.
Puellae puerum consequuntur.

08
Avis volat.
Vir currit.
Vir salit.
Vir cadit.

09
Femina natat.
Vir cadit.
Puer cadit.
Puer natat.

10
Piscis natat.
Avis volat.
Taurus currit.
Avis natat.

1-03 Adiectiva describendi

01
Piscis albus est.
Navis alba est.
Canis albus est.
Avis alba est.

02
Canis albus est.
Avis flava est.
Avis rubra est.
Avis viridis est.

03
Avis caerulea est.
Avis flava est.
Navis alba est.
Scapha nigra est.

04
Canis albus est.
Canis fulvus est.
Feles nigra est.
Feles alba est.

05
Canis albus magnus est.
Canis niger parvus est.
Avis alba magna est.
Scapha nigra parva est.

06
senex
iuvenis
domus vetus
domus nova

07
anus
virgo
domus vetus
domus nova

08
anus
virgo
senex
iuvenis

09
Anus capillos canos habet.
Puella capillos nigros habet.
Vir capillos caeruleos habet.
Vir capillos rubros habet.

10
Femina capillos promissos habet.
Vir capillos promissos habet.
Femina capillos breves habet.
Vir capillos brevissimos habet.

1-04 Cardinales numeri

01
tres
duo
sex
quinque

02
quattuor
quinque et sex
tres
duo

03
quinque et sex
tres et quattuor
quattuor et quinque
quinque et quinque

04
quattuor et quattuor
tres, tres, tres
quinque et quinque
quattuor, quinque, sex

05
quattuor, quinque, sex
quinque, sex, septem
sex, septem, octo
unus, duo, tres

06
unus, duo, tres
unus, duo, tres, quattuor
unus, duo, tres, quattuor, quinque
unus, duo, tres, quattuor, quinque, sex

07
unus, duo, tres
unus, duo, tres, quattuor, quinque
unus, duo, tres, quattuor, quinque, sex, septem
unus, duo, tres, quattuor, quinque, sex, septem, octo

08
duo
unus, duo, tres, quattuor, quinque, sex, septem, octo, novem, decem
tres
quinque

09
novem
quinque
decem
tres

10
decem
sex
septem

……
……..