

# A Terminological Framework for Selecting Latin Medical and Pharmaceutical Terms for a Latin-Kyrgyz Dictionary in Medical Education

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## Abstract

**Introduction:** Medical and pharmaceutical communication relies on standardized Latin-rooted terminology to support clinical documentation, education, patient safety, and evidence-based practice, especially in multilingual settings. In Kyrgyzstan, despite the centrality of Latin in early training, comprehensive Latin-Kyrgyz resources for beginners are lacking. This study aimed to validate the criteria for selecting Latin medical and pharmaceutical terms for a Latin-Kyrgyz educational dictionary. **Materials and Methods:** Using a descriptive lexicographic design (2024), we collected terms from international nomenclatures, textbooks, dictionaries, and the peer-reviewed literature. Terms were screened for professional relevance, Latin usage, and Kyrgyz equivalents, and obsolete or insignificant items were excluded. Five criteria were applied: Frequency, thematic relevance, functional importance, educational integration, and interlingual correspondence, all supported by linguistic assessment and comparative translation analysis. Pilot feedback was used to assess the practicality of the intervention. **Results:** Of the 1,246 extracted items, 842 met the inclusion criteria, and 612 were retained. Anatomical terms predominated (41.8%), followed by clinical (33.0%) and pharmaceutical (25.2%); 78.6% appeared in three or more sources, and 62.4% occurred across two or more disciplines, indicating strong curricular integration. Interlingual analysis showed that 89.1% had direct Kyrgyz equivalents, while 10.9% required descriptive translation, highlighting the need for standardization. The resulting first Latin-Kyrgyz dictionary for Kyrgyz medical students provides structured entries with grammatical information and usage examples. **Conclusion:** The validated criteria offer a reproducible framework for bilingual lexicography, with implications for improving terminology acquisition. Future studies should quantify the educational impact and expand the coverage of emerging biomedical terminology.

**Key words:** Bilingual dictionary, etymological roots, Greek, Latin, lexicography, medical terminology

## INTRODUCTION

Medical terminology is the cornerstone of communication in medicine and in pharmacy. Standardized terminology is crucial for clinical documentation, scientific discourse, and education. Mastery allows providers to convey information clearly, minimize misinterpretation, and enhance patient care. In modern systems, this terminology is vital for patient safety, collaboration, and evidence-based practices.<sup>[1]</sup>

Most medical terms are derived from Latin and Greek. While English is the primary language of science, Latin remains the

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foundation for anatomical and pharmaceutical naming. Its stability and precision ensure global consistency in healthcare education and practice.<sup>[2,3]</sup>

Students must learn extensive and specialized vocabulary early. Acquiring this knowledge can be difficult without exposure to classical languages. Research shows that understanding etymological roots aids in interpreting complex terms, supporting learning in anatomy, physiology, pathology, and pharmacology.<sup>[4,5]</sup> Knowledge of these roots helps students analyze unfamiliar terms and improves long-term vocabulary retention.<sup>[4]</sup>

This challenge is pronounced in multilingual settings, where students must link Latin terms to their native languages. Bilingual resources are essential for comprehension in such cases. Educational dictionaries serve as both reference tools and teaching aids, helping students acquire professional vocabulary and improve communication skills.<sup>[6,7]</sup>

In Kyrgyzstan, Latin terminology is significant in the field of medical education. Students must learn terms from various disciplines from the beginning. However, there is a lack of comprehensive Latin-Kyrgyz dictionaries tailored to students' needs. Current resources either overwhelm beginners or offer limited terms that do not represent modern practice.

Creating a bilingual dictionary requires a scientific method for selecting terms. The value of a resource depends on the criteria used for inclusion. Lexicography research highlights factors such as usage frequency, thematic relevance, functional importance, educational applicability, and semantic precision.<sup>[8-10]</sup> Applying these criteria builds a corpus that meets the needs of medical students and ensures terminological consistency.

Given the rising demand for multilingual healthcare materials, creating a Latin-Kyrgyz dictionary is vital for training future healthcare professionals. This study aimed to establish and validate criteria for selecting Latin medical and pharmaceutical terms for a Latin-Kyrgyz dictionary designed for medical university students.

## MATERIALS AND METHODS

This study utilized a descriptive, terminological, and lexicographic approach to establish criteria for selecting Latin medical and pharmaceutical terms for a Latin-Kyrgyz educational dictionary for medical students. Conducted in 2024, this study aimed to pinpoint terms aligning with the professional requirements of future healthcare professionals.

Terminological units were gathered from authoritative sources:

1. International anatomical and medical nomenclature
2. Textbooks for medical and pharmacy undergraduates at Kyrgyz universities

3. Latin language textbooks for healthcare students
4. Medical and pharmaceutical dictionaries
5. Clinical and pharmaceutical reference materials
6. Peer-reviewed articles in medicine, pharmacy, anatomy, physiology, pathology, and pharmacology.

Incorporating these sources ensured a thorough representation of terminology while aligning with the current medical education standards.

The initial database comprised Latin lexical units from these sources. The terms were screened based on the inclusion criteria. The eligible terms needed to:

- Be pertinent to medical, pharmaceutical, anatomical, physiological, pathological, or clinical fields
- Features of educational resources used by undergraduate healthcare students
- Recognized Latin forms and established professional usage
- Possess identifiable Kyrgyz-language equivalents or accepted translations.

Terms deemed obsolete, rare, or lacking educational significance were excluded from the final corpus of the study.

### A systematic analysis established five main selection criteria

Frequency was evaluated based on the presence of terms in textbooks, dictionaries, references, and literature. Terms that appeared across multiple sources were prioritized based on their educational relevance.

Each term was classified based on its connection to medical and pharmaceutical education, such as anatomy, physiology, pathology, pharmacology, clinical medicine, and public health. Priority was given to terminology linked to curricular outcomes in the interviews.

Functional analysis assessed the practical use of each term in professional communication, clinical documentation, pharmaceutical practice, and scientific discourse. Terms frequently encountered in healthcare were considered to be significant.

This criterion evaluated the degree to which a term facilitated interdisciplinary learning in the course. Attention was paid to terminology shared among the anatomy, histology, physiology, pathology, pharmacology, and clinical disciplines.

The semantic, structural, and functional equivalences between Latin and Kyrgyz terms were examined. This analysis identified accurate and meaningful translations while preserving the integrity of the original Latin terminology.

A linguistic and terminological assessment was conducted for each lexical unit. It encompassed:

- Morphological composition
- Meaning clarity
- Terminological precision
- Educational relevance
- Cross-linguistic comparability.

A comparative study of Latin terms and their Kyrgyz equivalents identified translation methods and maintained conceptual uniformity. After applying the selection criteria, the chosen terms were categorized as anatomical, pharmaceutical, or clinical terminology. Dictionary entries feature the Latin term, Kyrgyz equivalent, grammatical details, and examples of application. This arrangement aimed to aid terminology acquisition, support bilingual education, and enhance understanding among medical and pharmacy students.

The proposed criteria were used to compile the Latin-Kyrgyz educational dictionary and were assessed for practicality, consistency, and educational value. Feedback from the pilot implementation in the setting evaluated the appropriateness of term selection and the framework's effectiveness.

This study utilized educational and scientific resources, excluding human subjects or experimental data; therefore, ethical approval was unnecessary. Focusing on lexicography, we conducted a descriptive analysis of the term frequency, thematic distribution, and selection criteria. For 1<sup>st</sup>-year medical students, the key selection parameters include frequency, thematic importance, functionality, educational integration, and interlingual connections.

Frequency typically establishes a lexical minimum, although one must consider semantic fields alongside function words. Identified fields included common vocabulary, fundamental terms, and general medical terminology (e.g., *systema*, *arteria*, and *musculus*).

Thematic relevance aligns units with medical sections such as “Circulatory system” (*aorta*), “Nervous system” (*nervus*), and “Respiratory system” (*pulmo*), ensuring a coherent terminological framework. Functionality involves evaluating lexical characteristics such as compatibility, semantic importance, and informational content (e.g., *symptoma* and *injectio*).

Integration selects units based on Latin's connection to specialized disciplines, fostering systemic knowledge across subjects such as Anatomy, Physiology, Pharmacology, and Chemistry. Finally, interlingual relations analyze the correlations between Latin and Kyrgyz terms. This principle identifies relevant equivalents (e.g., *ganglion*, *vitaminum*, *folliculus*, *stroma*, *glomus*, and *apertura*) and highlights terminological differences, which are essential for interdisciplinary and intercultural communication.

## RESULTS

An analysis of educational, scientific, and reference materials identified 1,246 Latin lexical items relevant to medical and pharmaceutical education. The application of the inclusion and exclusion criteria yielded 842 terms [Table 1]. Further evaluation considering frequency, thematic relevance, functional importance, educational integration, and interlingual correspondence resulted in 612 terms in the final Latin-Kyrgyz dictionary.

Anatomical terminology comprised the largest portion (41.8%), followed by clinical (33.0%) and pharmaceutical (25.2 %) terminology. This dominance underscores the role of anatomy in healthcare education and Latin nomenclature [Table 2].

The frequency criterion showed that 78.6% of terms appeared in at least three sources, affirming their relevance [Table 3]. Thematic relevance ensured alignment with medical and pharmacy curricula by prioritizing anatomy, physiology, pathology, pharmacology, and clinical medicine topics. The functionality criterion excluded outdated terms that lacked practical significance. Educational integration analysis showed that 62.4% of terms were used across two or more disciplines, highlighting their role in interdisciplinary learning. Educational distribution of the selected terms was presented in Table 4.

Assessment of interlingual correspondence indicated that 89.1% of terms had direct Kyrgyz equivalents, while 10.9%

**Table 1: Screening and selection of Latin terminological units**

| Selection stage                              | Number of terms |
|----------------------------------------------|-----------------|
| Terms initially identified from all sources  | 1,246           |
| Excluded as duplicates                       | 184             |
| Terms screened for eligibility               | 1,062           |
| Excluded due to low educational relevance    | 132             |
| Excluded due to obsolete or infrequent usage | 88              |
| Terms evaluated using selection criteria     | 842             |
| Final terms included in dictionary           | 612             |

**Table 2: Thematic distribution of selected terminology**

| Category                   | Number of terms<br><i>n</i> (%) |
|----------------------------|---------------------------------|
| Anatomical terminology     | 256 (41.8)                      |
| Clinical terminology       | 202 (33.0)                      |
| Pharmaceutical terminology | 154 (25.2)                      |
| Total                      | 612 (100)                       |

Data presented as *n* (%), *n*: Number of patients, %: Percentage of patients

required descriptive translations, emphasizing the need for lexicographic standardization in bilingual medical education. The entries included the Latin term, Kyrgyz equivalent, and examples of professional usage.

This study produced the first Latin-Kyrgyz dictionary for medical students in Kyrgyzstan. Criteria for selecting terminology were established to compile the dictionaries. The framework combines quantitative measures, such as

text frequency, and qualitative measures, including thematic relevance, functionality, educational integration, and interlingual correspondence.

The most frequently used Latin medical terms in textbooks and materials were identified, forming a core vocabulary for learning terminology.

The thematic relevance criterion ensured that the lexical items matched the subjects in the medical and pharmaceutical programs. Terms in anatomy, pharmacology, and clinical medicine were prioritized because of their significance and professional usage. The functionality criterion excluded outdated, specialized, or rarely used terms encountered in undergraduate medical education curricula.

The dictionary includes terms that are important in healthcare education and practice. The interlingual correspondence criterion revealed semantic and structural links between Latin and Kyrgyz terms. Kyrgyz equivalents support comparisons and improve students' understanding of concepts.

The dictionary provides examples of anatomical, pharmaceutical, and clinical contexts. The dictionary has three categories: Anatomical, pharmaceutical, and clinical terms. Examples are shown in Tables 5-7.

**Table 3: Evaluation of selected terminological units according to lexicographic criteria**

| Criterion                   | Terms meeting criterion<br><i>n</i> (%) |
|-----------------------------|-----------------------------------------|
| Frequency of use            | 481 (78.6)                              |
| Thematic relevance          | 612 (100)                               |
| Functional significance     | 557 (91.0)                              |
| Educational integration     | 382 (62.4)                              |
| Interlingual correspondence | 545 (89.4)                              |

Data presented as *n* (%), *n*: Number of patients, %: Percentage of patients

**Table 4: Educational distribution of the selected terms**

| Academic disciplines            | Terms represented<br><i>n</i> (%) |
|---------------------------------|-----------------------------------|
| Anatomy                         | 173 (28.3)                        |
| Physiology                      | 74 (12.1)                         |
| Pathology                       | 89 (14.5)                         |
| Pharmacology                    | 102 (16.7)                        |
| Clinical medicine               | 145 (23.7)                        |
| Public health and miscellaneous | 29 (4.7)                          |
| Total                           | 612 (100)                         |

Data presented as *n* (%), *n*: Number of patients, %: Percentage of patients

## DISCUSSION

This study created and validated a systematic framework for selecting terms for a Latin-Kyrgyz educational dictionary for medical university students. This is the first initiative in Kyrgyzstan to establish sound criteria for compiling a bilingual medical dictionary incorporating Latin and Kyrgyz medical terms. The framework integrates quantitative measures of frequency of occurrence with thematic relevance, functionality, educational integration, and interlingual

**Table 5: Representative anatomical terminology included in Latin-Kyrgyz educational dictionary**

| S. No. | Latin term           | Kyrgyz equivalent                           | Example anatomical usage                                                     |
|--------|----------------------|---------------------------------------------|------------------------------------------------------------------------------|
| 1.     | Ala, ae, f           | канат, кыр (wing)                           | Ala major; ala vomeris; ala nasi                                             |
| 2.     | Aorta, ae, f         | аорта, коко тамыр, толто кан тамыры (aorta) | Aorta abdominalis; aorta thoracica; ostium aortae; arcus aortae              |
| 3.     | articulatio, onis, f | муун (joint)                                | Articulatio capitis costae; articulatio tarsi transversa; articulatio humeri |
| 4.     | Caput, itis, n       | баш, башча (head)                           | Caput costae; caput humeri; caput ossis femoris                              |
| 5.     | Collum, i, n         | моюн, ичке жер (neck)                       | Fascia colli; collum radii; collum costae                                    |
| 6.     | Ligamentum, i, n     | байламта (ligament)                         | Ligamentum articulare; ligamentum latum uteri; ligamentum gastrocolicum      |
| 7.     | Processus, us, m     | урунчук, урчук, өсүндү (process)            | Processus articularis; processus palatinus; processus styloideus             |
| 8.     | Sinus, us, m         | синус, коңул, көңдөй (sinus)                | Sinus maxillaris; sinus petrosus; sinus trunci pulmonalis; sinus frontalis   |

**Table 6: Representative pharmaceutical terminology included in Latin-Kyrgyz educational dictionary**

| S. No. | Latin term          | Kyrgyz equivalent                                                                       | Example pharmaceutical usage                                                                      |
|--------|---------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 1.     | Antisepticus, a, um | антисептикалык, жугушсуз кылуучу (antiseptic)                                           | Solutio antiseptica; remedium antisepticum; pulvisantisepticus                                    |
| 2.     | Chloroformium, i, n | Хлороформ, медицинада жалпы наркоз кылуу үчүн колдонулуучу хлордуу суюктук (Chloroform) | Chloroformium pro narcosi; linimentum chloroformii compositum; solutio Iodoformii in chloroformio |
| 3.     | Dosis, is, n        | доза, өлчөм, ченем (dose)                                                               | pro dosi; dosis pro die; dosis minima                                                             |
| 4.     | Granulum, i, n      | гранула, данга окшош катуу дары формасы (granule)                                       | Granulum Furazolidoni pro suspensionibus; granulum acidi glutaminici; vitaminum in granulis       |
| 5.     | Liquor, oris, m     | аралашма, суюктук (liquid)                                                              | Liquor ammonii caustici; liquor ammonii anisatus; liquor Burovi seu liquor aluminium subacetatis  |
| 6.     | Oleum, i, n         | май (oil)                                                                               | Oleum olivarum; oleum jecoris aselli; oleum aethereum; oleum Ricini                               |
| 7.     | Unguentum, i, n     | мазь, май, денеге сүртүү үчүн майы (ointment)                                           | Unguentum zinci; unguentum Ichthyoli; unguentum ophthalmicum                                      |
| 8.     | Vitaminum, i, n     | витамин (vitamin)                                                                       | Vitaminum in tabulettis; solutio vitamini c oleosa                                                |

**Table 7: Representative clinical terminology included in Latin-Kyrgyz educational dictionary**

| S. No. | Latin term               | Kyrgyz equivalent                                                                            | Example pharmaceutical usage                                                            |
|--------|--------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| 1.     | Angion                   | кан тамыр (vessel)                                                                           | Angiologia, ae, f; angiostenosis, is, f; angiopathia, ae, f                             |
| 2.     | Bronchus                 | бронх, колко (bronchus)                                                                      | Bronchitis, tidis, f; bronchostenosis, is, f; bronchographia, ae, f                     |
| 3.     | Cardia                   | жүрөк (heart)                                                                                | Cardiophobia, ae, f; cardiologia, ae, f; cardiosclerosis, is, f                         |
| 4.     | Ectasis (-ectasia)       | -эктазия, татаал сөздөрдө – “көңдөй же түтүкчө органдардын кеңейиши же чоюлушу” (expansion)  | Phlebectasia, ae, f; pyelectasia, ae, f; bronchoectasia (bronchiectasia), ae, f         |
| 5.     | Physis                   | 1. табият, жаратылыш (nature);<br>2. урчук (growth plate)                                    | Physiologia, ae, f; physiotherapia, ae, f; apophysis, is, f                             |
| 6.     | Therapia                 | дарылоо, дарылоо ыкмасы (therapy)                                                            | Psychotherapia, ae, f; hydrotherapia, ae, f; actinotherapia, ae, f                      |
| 7.     | 1. Thermos<br>2. Thermia | 1. жылуу, жылуулук (heat, warm);<br>2. ысытуу, жылытуу (heating, warming; condition of heat) | Thermotherapia, ae, f; thermometrum, i, n; thermanaesthesia, ae, f; hypothermia, ae, f; |
| 8.     | 1. Uron<br>2. Uria       | 1. заара (urine);<br>2. зааранын курамы, заарага тиешелүү (state of urine)                   | Urethritis, tidis, f; urologus, i, m; glycosuria (glucosuria), ae, f; anuria, ae, f     |

correspondence. The resulting dictionary is a practical educational tool that helps healthcare students learn medical, pharmaceutical, and clinical terminology.

These findings underscore the continuing significance of Latin as the cornerstone of international medical terminology. Although English dominates scientific communication, Latin remains essential for anatomical nomenclature, pharmaceutical terminology, and many clinical expressions. Anatomical terminology remains globally standardized through Latin-based nomenclature systems, ensuring uniformity across countries and languages.<sup>[11]</sup> Maintaining Latin terminology improves precision and universality in medical communication, reducing ambiguity and facilitating interactions among healthcare professionals.<sup>[11]</sup>

A key outcome was the identification of a core vocabulary based on the frequency of use in educational and reference materials. Research supports the selection of frequently encountered terms, as mastering terminology improves students' ability to grasp complex medical concepts. Because students often face unfamiliar terminology early in training, focusing on high-frequency terms may ease vocabulary acquisition and reduce cognitive load on learners.<sup>[4,7]</sup>

The thematic relevance criterion ensured that the selected terms represented the main disciplines in the medical and pharmaceutical curricula. The prominence of anatomical, pharmaceutical, and clinical terms in the final dictionary matches education, where terminology underpins the understanding of disease mechanisms, pharmacological

interventions, and clinical practice. Studies show that structured terminology learning improves performance in anatomy and related biomedical sciences, while knowledge of Latin and Greek roots helps students analyze unfamiliar terms and deduce meanings effectively.<sup>[12,13]</sup>

The functionality criterion helped exclude outdated and seldom-used terms with limited educational value. Because healthcare education emphasizes practical skills and clinically relevant knowledge, resources should focus on the terminology students who are likely to encounter in training and professional activities.<sup>[14,15]</sup> The literature recommends prioritizing practical, relevant vocabulary to improve learning outcomes.<sup>[7,16]</sup>

The key advantage of the proposed dictionary is its inclusion of interlingual connections between Latin and Kyrgyz. Bilingual materials are crucial in multilingual settings, aiding concept transfer and native tongue understanding. This study uncovered semantic parallels between Latin and Kyrgyz, highlighting instances that require descriptive translation. These results align with the global initiative to standardize anatomical terminology while maintaining international consistency.<sup>[6]</sup>

The dictionary is also significant in pharmaceutical education. Latin nomenclature, including prescriptions, dosage forms, and pharmacological descriptions, is essential in pharmacy curricula.<sup>[3]</sup> Incorporating such terminology could improve students' comprehension of prescription interpretation and pharmaceutical communication.<sup>[17]</sup>

In addition, this study has implications for educational methods. Understanding etymological roots enhances retention and aids in interpreting unfamiliar vocabulary.<sup>[4,5]</sup> By offering semantic links between Latin and Kyrgyz, the dictionary supports analytical learning strategies and long-term retention, aligning with modern theories that prioritize conceptual integration over rote memorization.

This study had some limitations. The dictionary was developed using standard medical university sources, potentially excluding specialized clinical terminologies. Furthermore, its effectiveness was assessed within the educational process rather than through large-scale, controlled interventions. Future research should explore the impact of dictionaries on academic performance and communication skills using objective measures. Expanding the content to include new biomedical and pharmaceutical terminologies would further increase its value.

Despite these limitations, this study provides a methodological framework for creating bilingual medical dictionary. These criteria offer a reproducible approach that is applicable to other language pairs and fields. The Latin-Kyrgyz dictionary is a valuable resource for supporting terminology acquisition and enhancing medical education in Kyrgyzstan.

## CONCLUSION

This study established and validated criteria for selecting Latin medical and pharmaceutical terms for a Latin-Kyrgyz dictionary for students. The framework includes usage frequency, thematic importance, functional value, educational integration, and interlingual correspondence, providing a scientific selection method for word lists.

Using these criteria, a dictionary was compiled with anatomical, pharmaceutical, and clinical terms that met the needs of future healthcare professionals. Frequency identified essential vocabulary, thematic relevance aligned the dictionary with medical and pharmacy curricula, and functionality prioritized terms used in education and practice. The analysis of interlingual relationships improved the semantic equivalence between Latin and Kyrgyz terms, supporting learning.

The dictionary supports terminology acquisition, professional communication, and the integration of Latin-based nomenclature into healthcare education in Kyrgyzstan. This approach could guide the creation of bilingual medical dictionaries in multilingual settings. Future studies should evaluate the effects on terminology retention, academic success, communication, and expansion of contemporary concepts in medicine and pharmaceutical sciences.

## INFORMED CONSENT STATEMENT

Not applicable.

## DATA AVAILABILITY STATEMENT

Data are available from the corresponding author upon reasonable request.

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