Proposal of a Portuguese/Kimbundu Bilingual Atlas of Human Anatomy

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ABSTRACT

This work has as its central theme *Proposal of a Portuguese/Kimbundu Bilingual Atlas of Human Anatomy.* It is an interdisciplinary investigation, involving the areas of Linguistics and Medicine. The research focuses on the perspective of contributing to the promotion and diversification of theories and teaching methods articulated with the Didactics of the Teaching of Portuguese as a Second Language in the general education system, as well as on the valorization and promotion of Angolan languages. We think that the work will be very interesting, as it will contribute to the lack of information that is felt at the family and school level on issues related to the anatomy of the human body in the complete clarification of its constitution and functioning of the body, safeguarding the possible social phenomena linked to child sexual violence in our country, as well as, in the protection, diagnosis and cure of certain diseases. The bilingual study of Human Anatomy is essential for the knowledge and understanding of the human body as a whole, when the mother tongue of the students is different from the language of instruction. Thus, the interaction and immersion of the student in all the structures and characteristics of each of the organs, or parts, becomes effective as an essential means to promote life, prevent, care for and cure ailments as a technique, art and science.

Keywords: Atlas, Anatomy, Teaching, Bilingual and Second Language.

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INTRODUCTION

The learning of National Languages is an imperative of Angolanity, because in addition to enabling contact between the various actors that make up the same community, it also allows the identification of each people with all other Angolans towards the single Nation, as a result of the whole, thus consolidating the constitutional imperative of state unity and ideological and cultural pluralism.

Even today, teaching is organized in such a way as to privilege the study of concepts, language and methodologies, making learning inefficient for interpretation and intervention in reality. Therefore, Anatomy is an opportunity to stimulate teaching-learning.

The teaching/learning process becomes more effective when theory and practice are associated. Disciplines such as Anatomy are related to the student's daily life. Some contents are difficult to visualize in lectures, requiring practices and didactic resources for the student to visualize and build, with autonomy, scientific knowledge.

There are several didactic strategies, from the traditional way in schools, through the blackboard and chalk board to the most modern ones, using computers. Teaching can be conceptualized as a process of facilitation or conduction, with the aim that the student learns.

The teaching-learning process is characterized by the combination of student activities directed by the teacher, there is a need to believe in the student, in his ability to learn, discover, create solutions, challenge, face, propose, choose and assume the consequences of his choice.

This Atlas can be used both by the teacher during theoretical-expository classes, thus making the interaction between them, and by the students as a study resource, in which they can be stimulated to participate more actively in the construction of knowledge.

The bilingual study of Anatomy is essential for the knowledge and understanding of the human body as a whole, when the students' mother tongue is different from the language of instruction. Thus, the interaction and immersion of the student in all the structures and characteristics of each of the organs, or parts, becomes effective as an essential means to promote life, prevent, care for and cure evils as a technique, art and science.

With the aim of contributing to the Didactics of the teaching/learning of Portuguese as a Second Language in General Education, to facilitate the comparison of images obtained by a bilingual scheme that coincide with the real structures and to promote the insertion of National Languages in General Education, facilitating their use as a language of thinking, wanting and acting as a language of communication and culture.

METHODOLOGY

With the need to minimize the communication difficulties that teachers and students face, we felt the need to propose a Portuguese/Kimbundu Bilingual Atlas of Human Anatomy, capable of motivating and valuing students' efforts, promoting a better command of Portuguese as a Second Language, theoretical and practical disciplinary contents in General Education.

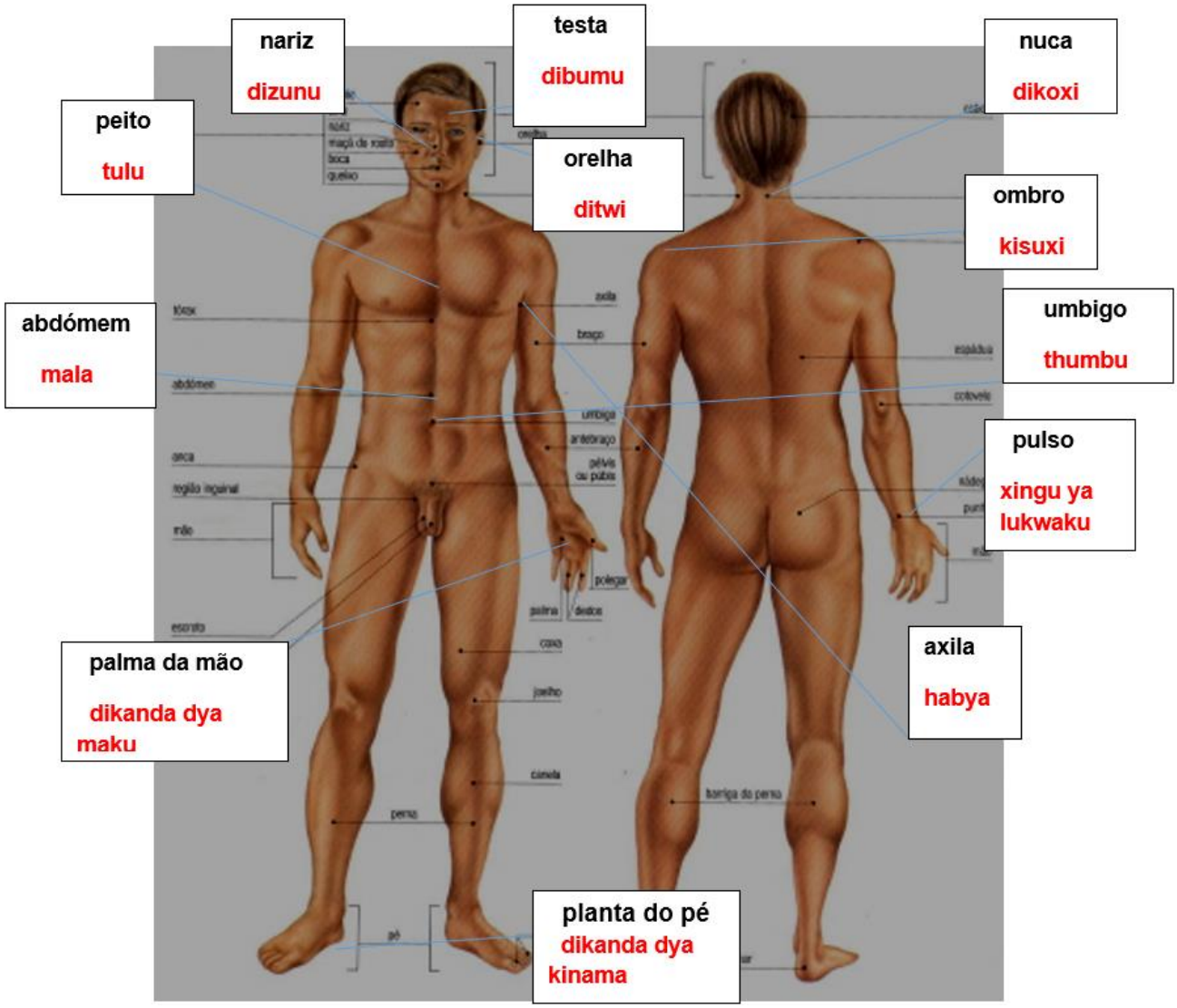
To carry out our intention, we collected the engravings of the Atlas of Human Anatomy in Portuguese, fromthe human body, the skeleton, as well as the digestive, respiratory, urinary, female reproductive and male reproductive systems.

The data were organized, cataloged and translated into the Kimbundu National Language in order to become an important reference source for the study.

As a complement, we made a bibliographic consultation that contributed to the justification of our arguments on the subject under analysis. Our study was not exhaustive, because it is a first approach.

The elaboration of a didactic resource is not always easy, but with motivation, commitment and common sense, difficulties can be overcome.

Our bilingual *corpus* of reference in the field of Human Anatomy consists of several *subcorpora*: documentary, lexicographic, textual and oral, which served as the basis for the selection of terms in Portuguese and their equivalents in Kimbundu.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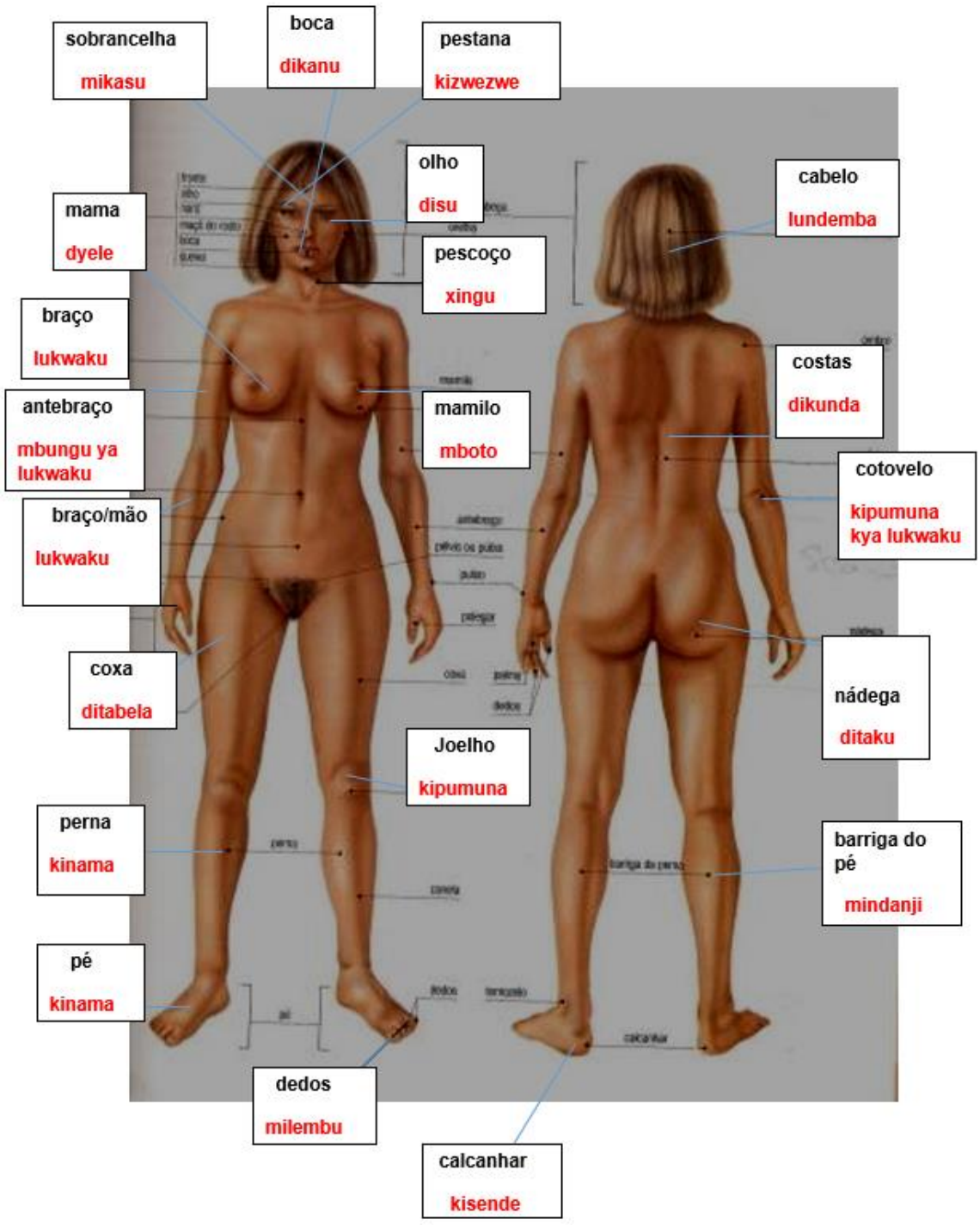
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dikunda
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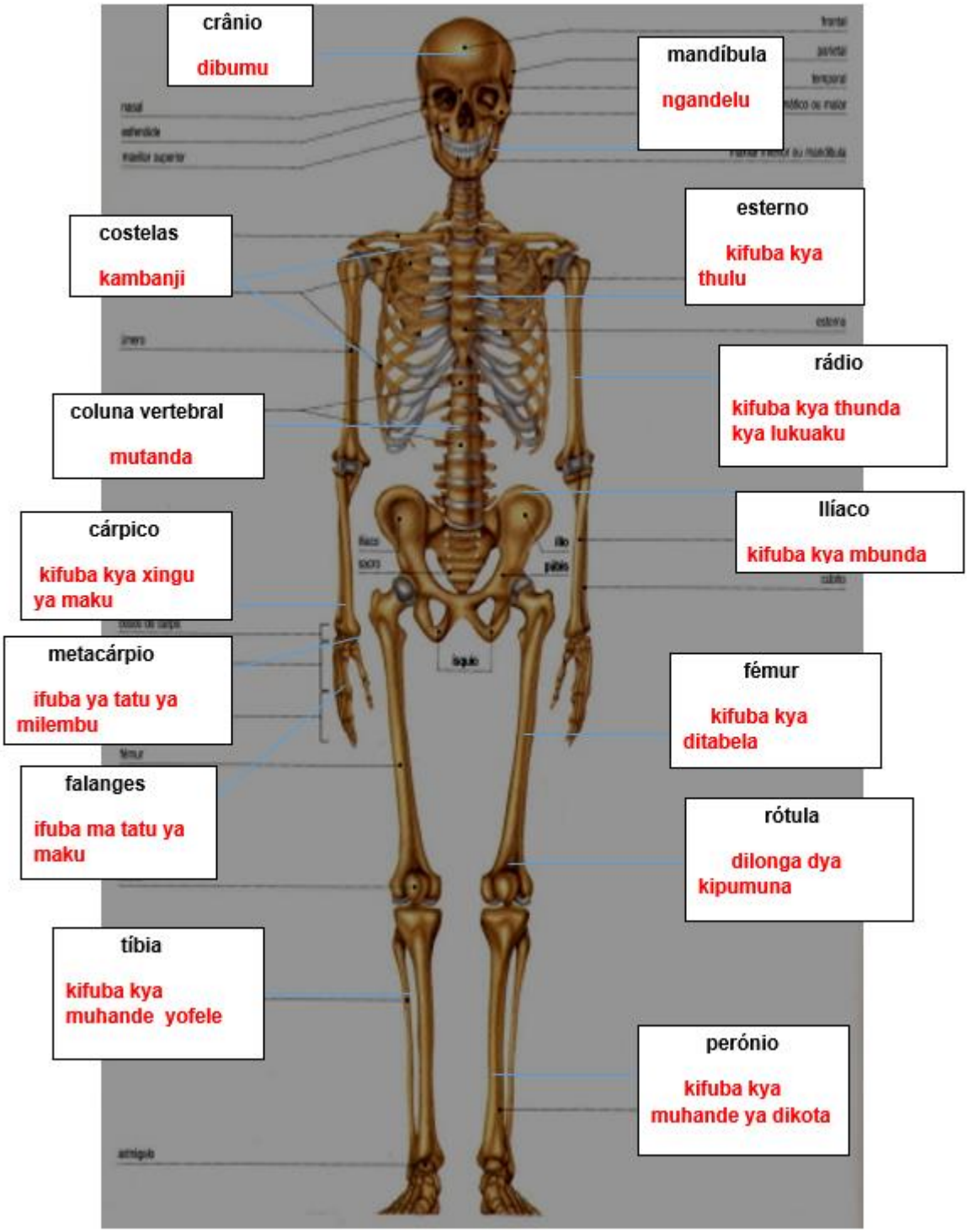
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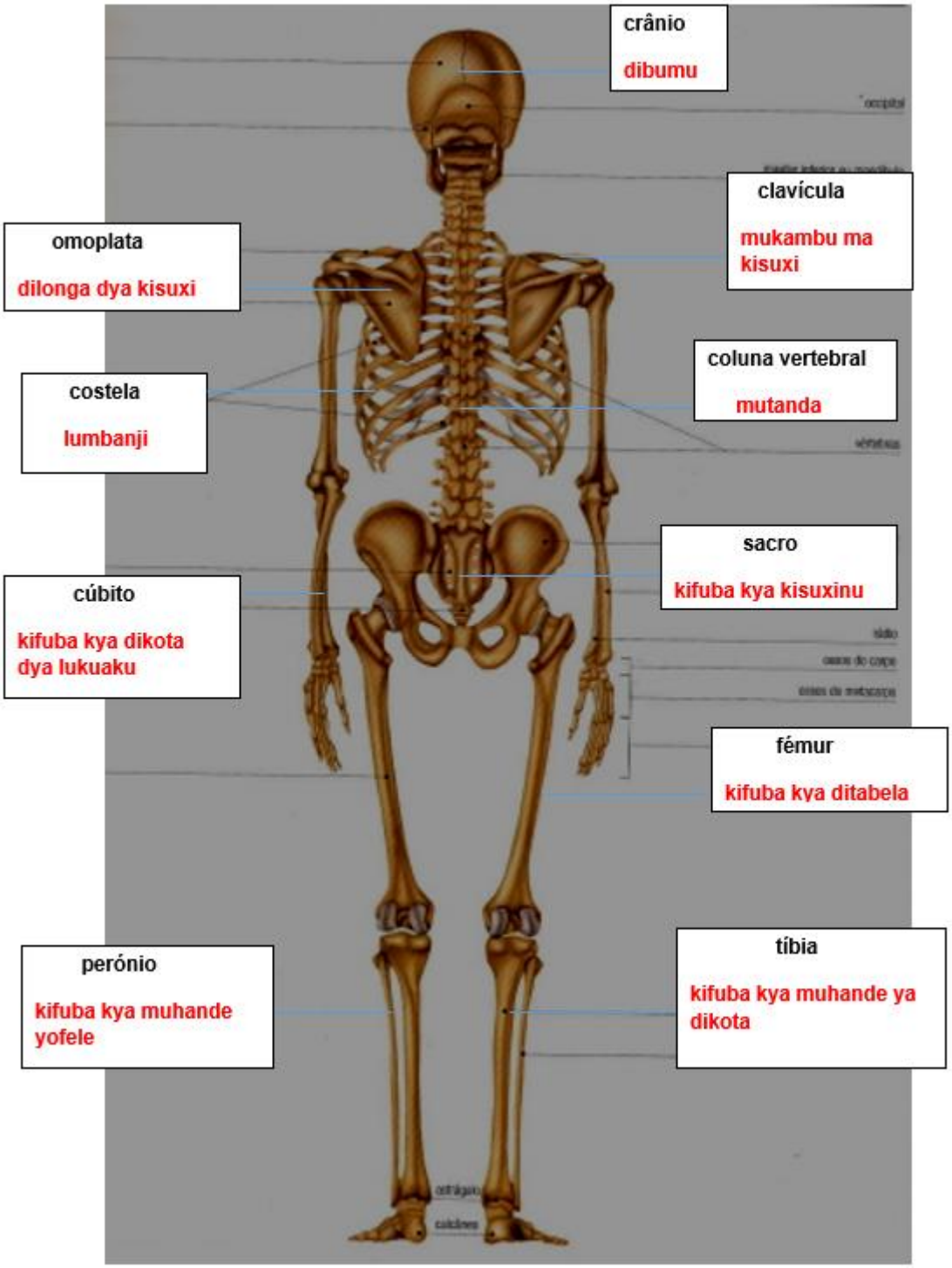
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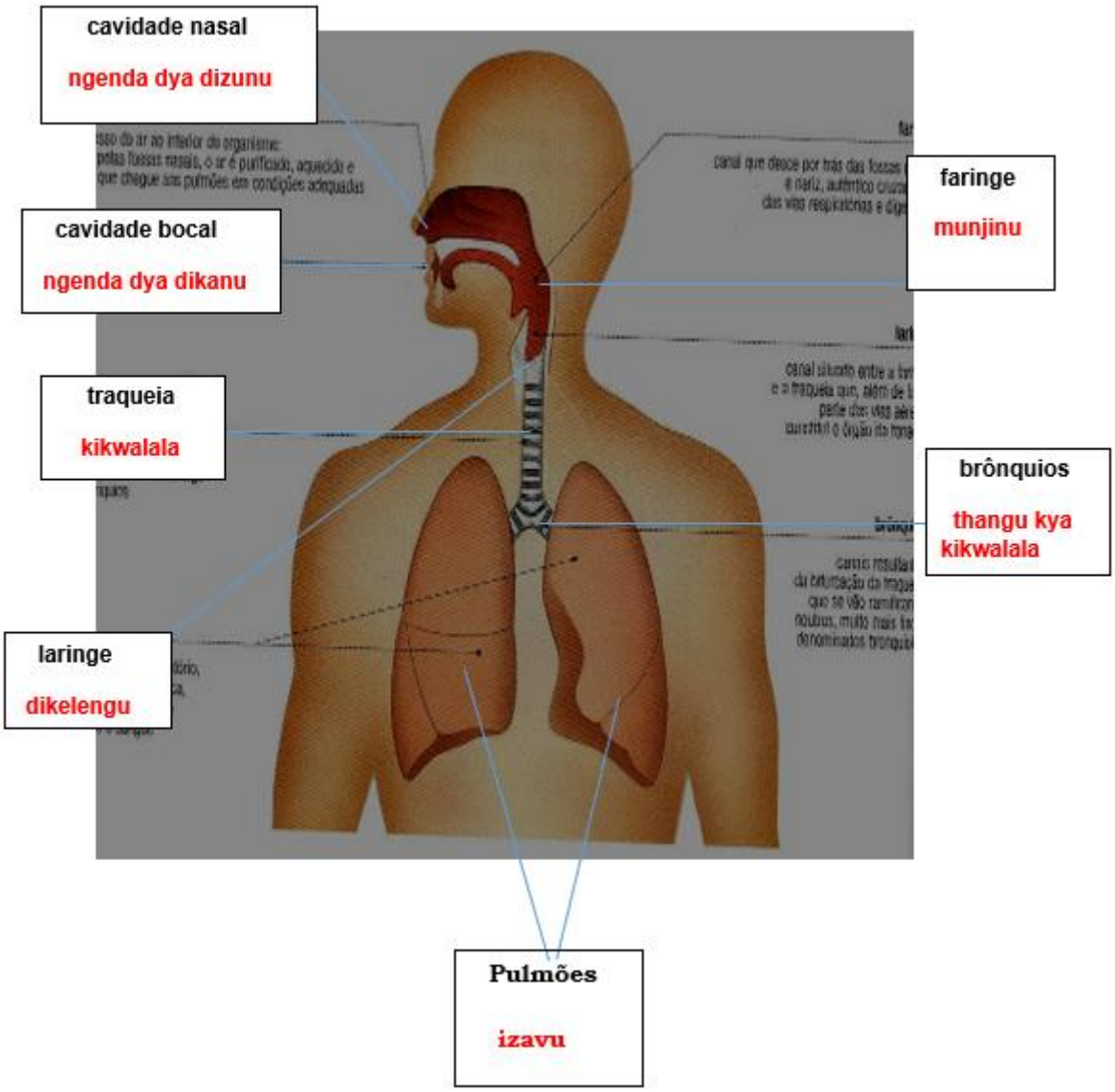
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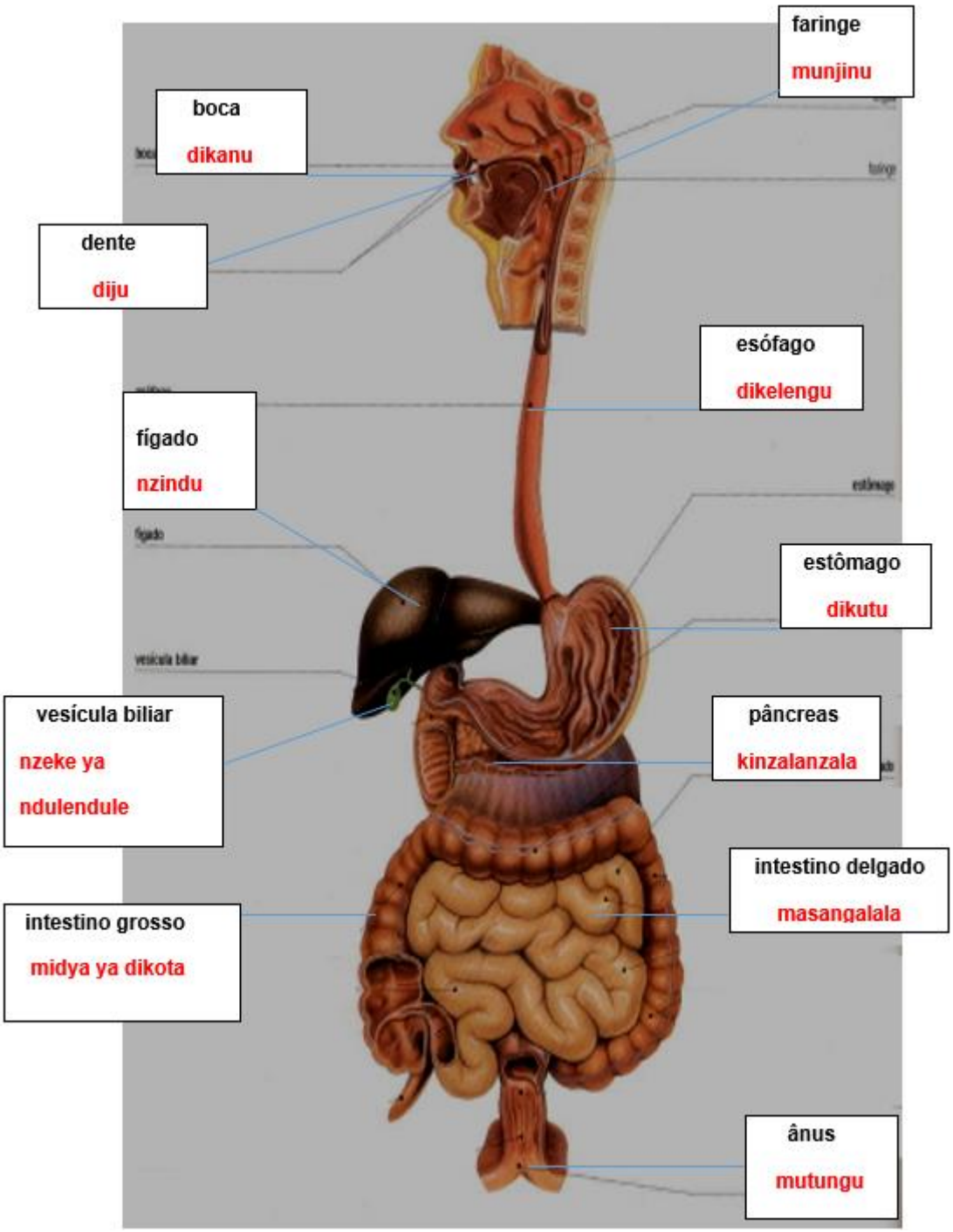
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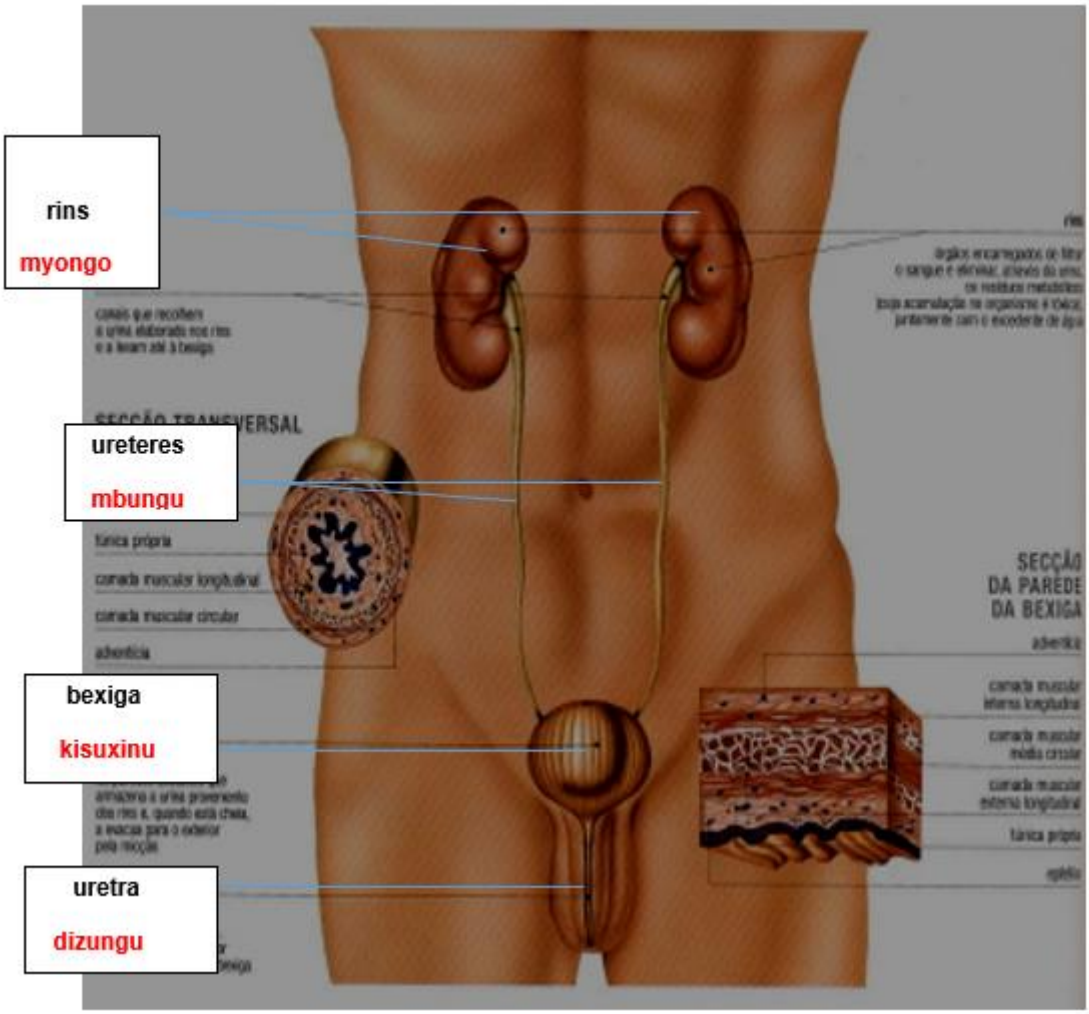
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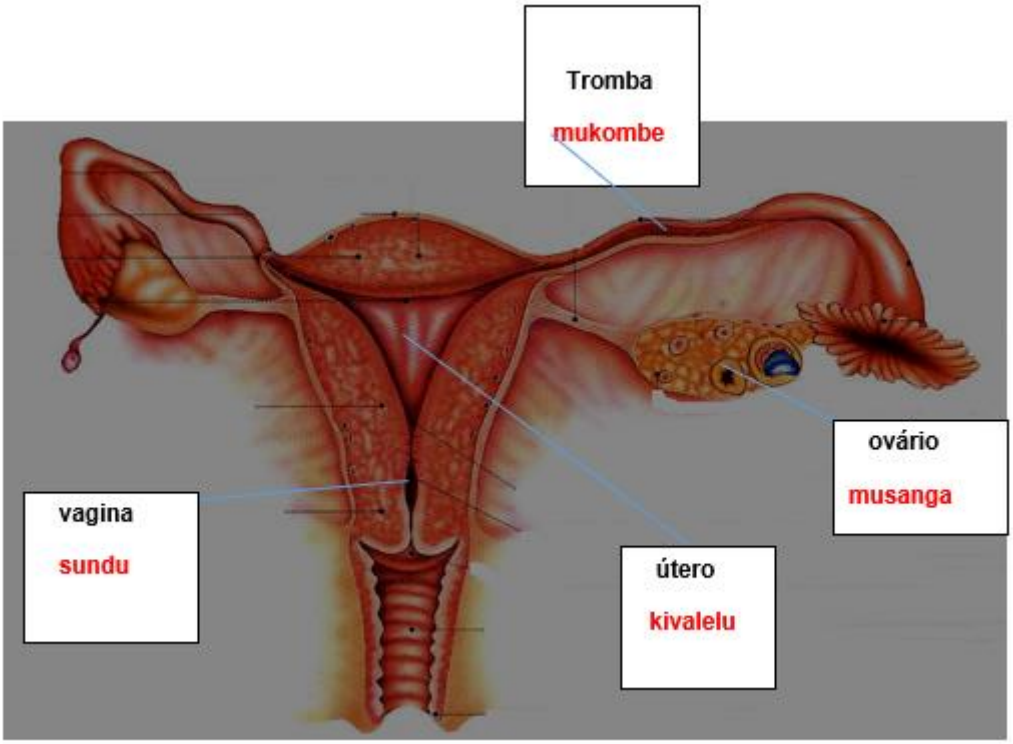
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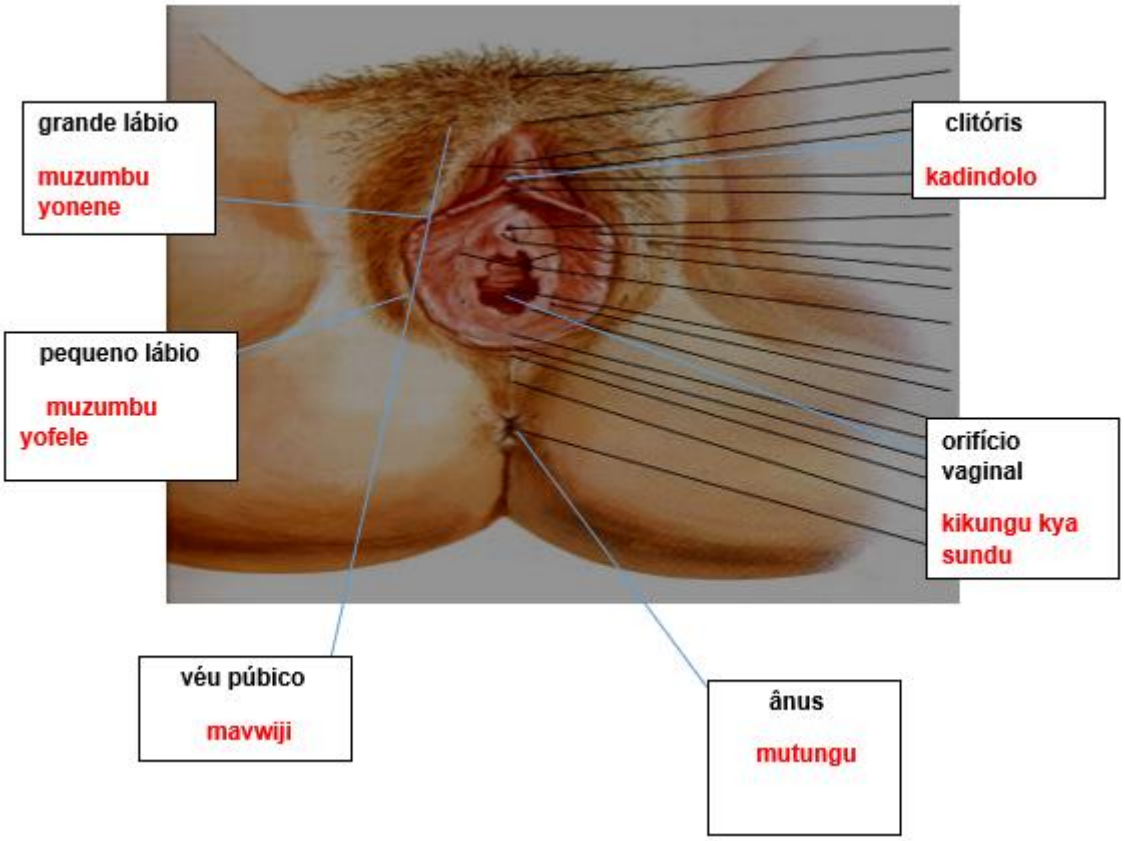
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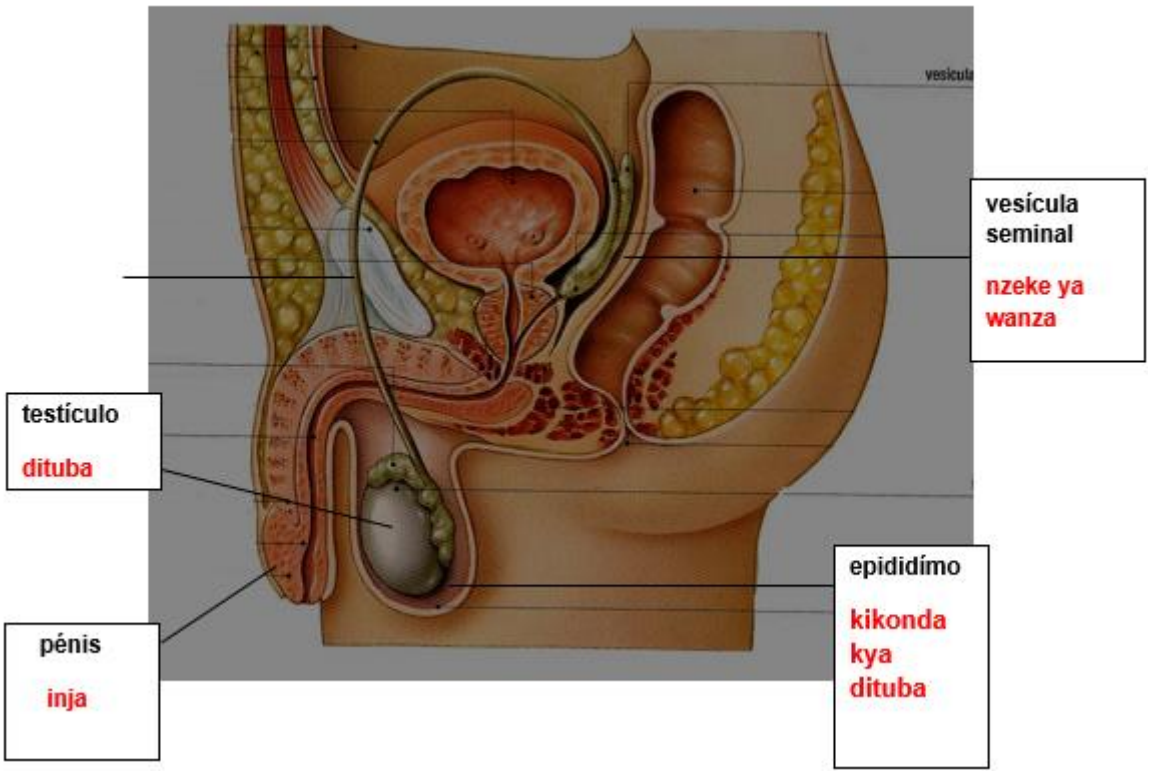
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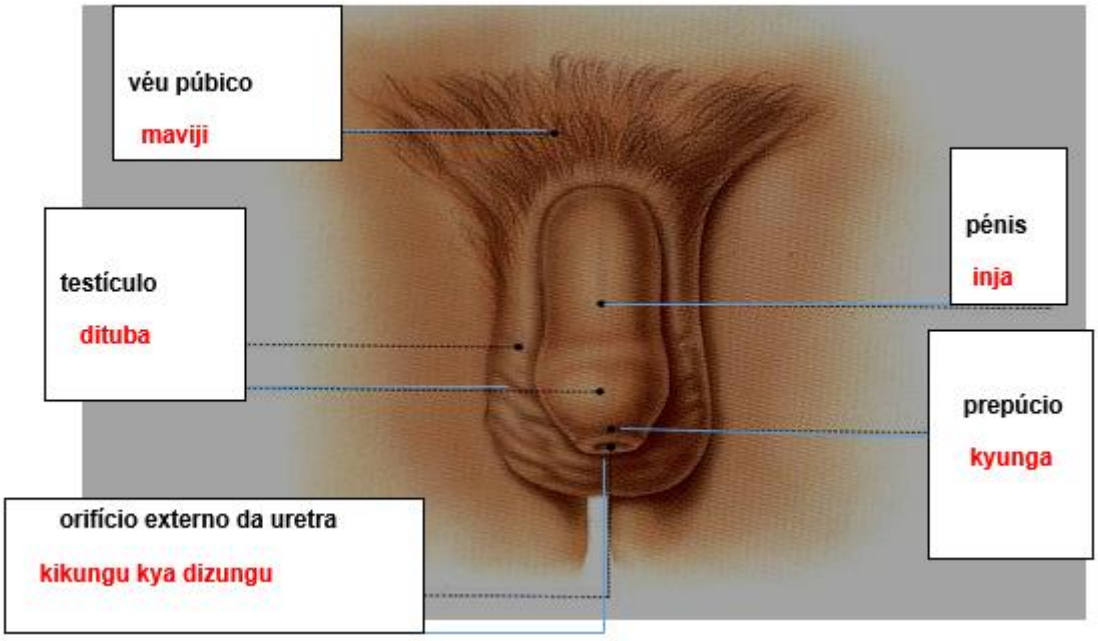

CONCLUSION

Language is learned by communicative necessity and not by imposition of any kind. It is false to think, in scientific and pedagogical terms, that a certain language can be recovered in school. We know that it was in European universities that Latin died.

Science, today, is the object of wide dissemination, so much so that there was a time when it was postulated that the content of specialized languages was restricted to professionals in the area; Today, science and technology have become the subject of news and, at that time, of interest to the non-specialist public.

The acquisition of technical, scientific and professional knowledge, as well as the linguistic means that allow its expression and communication, involves the teaching/learning of specialty languages, whether it is the teaching of second languages or the teaching of mother tongues, in a training context.

When we talk about the inclusion of national languages in the education system, we do not want children to be forced to learn the languages they do not want to learn. On the contrary, we want the linguistic rights of Angolans to be respected, observed, and that our languages have teaching material, like other languages in the world.

The functionality operated by the lexicon specialized in the transmission of knowledge, in the transfer of technological devices, as well as in contractual relations, makes Terminology increasingly assume relevance in and for today's society, whose development paradigms are closely related to the process of globalized economy and to the accelerated scientific and technological development.

We cannot, however, ignore the difficulty that exists in protecting linguistic identity in the context of globalization in which we operate. The globalisation of the economy, which takes place

through international trade agreements, gives absolute priority to economic agreements, linked to the use of a dominant language, threatening linguistic diversity.

However, it is the power of the market that sometimes prevents linguistic diversity from being ensured in all circumstances of the citizen's social, political and economic life. This fact means that a foreign language is better able to be used in interactions than a local language.

Therefore, first of all, it is necessary to make a survey of the different existing needs in relation to language studies. Language learning must be a learning experience and a contribution to plural understanding and tolerance and solidarity within the framework of new approaches to interculturality and multiculturalism.

It is necessary to develop computer products, teaching/learning in the national language, which follow the evolution of new technologies, filling the gaps identified at the scientific, professional and academic level.

The need to rely on plurilingual reference works in the search for both concepts and terminological denominations affects a wide range of professionals involved with technical languages. Among them, translators, interpreters, documentary filmmakers, technical editors, lexicographers and terminographers, university students, as well as professionals considered as indirect users of Terminology stand out.

Today's society suffers the impact of the accelerated production of knowledge, translated by the most varied technological innovations that affect its daily life. There is a process of technical-scientific literacy, which determines the expansion of contacts with terminologies.

Terminology is undoubtedly a privileged instrument for the promotion of languages and terminological research is also a privileged instrument for the development of specialist languages.

The existence and circulation of terminologies in different communicative scenarios are testimonies that they fulfill the double function of fixing technical-scientific knowledge and promoting its transfer in a punctual manner; In this way, the social role of terminologies in the field of human communication is also outlined. This role is also associated with the idea of standardization or harmonization.

The attempt to establish a standardised terminology in technical languages is typical of the adoption of linguistic policies articulated on the belief that the recurrent use of the same term guarantees the univocity of specialised communication.

We advocate the creation of strategies to encourage, promote and develop the learning of the Kimbundu language, developing integrated methodologies in the digital age. In this sense, it is necessary to use interactive content and controlled collaborative work, which presupposes choices in the design of the contents.

As culture is an important factor in human society today, each community must use its local languages to transmit its experience to the younger generations, thus perpetuating its socio-cultural reality.

UNESCO considers that all the languages of the world are essential for the identity of the person, of communities and for their peaceful coexistence, as well as being a strategic factor in making progress towards sustainable development, as well as for the harmonious articulation between the global and local dimensions.

It also calls on governments, United Nations bodies, civil society organisations, educational institutions, professional associations and all other interested parties to develop their activities in favour of the respect, promotion and protection of all languages, those at risk, whether at individual or collective level.

Developing culture does not mean submitting it to others. We must therefore admit that acculturations resulting from cultural contact with other peoples should not result in a loss of the Angolan's personality in the context of his material and spiritual anthropological values.

There is an urgent need to rescue Angolan cultural values by valuing Angolan national languages within family circuits.

All language communities have the right to use their language, to maintain it and to promote it in all its forms of cultural expression.

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