

УДК 378.016:811.124

DOI [HTTPS://DOI.ORG/10.33989/2075-146X.2024.33.310007](https://doi.org/10.33989/2075-146X.2024.33.310007)

VALENTYNA ISCHENKO

ORCID: 0000-0002-4812-0859

SOFIA HORBUNOVA

ORCID: 0000-0001-8023-5851

OLENA KONONENKO

ORCID: 0000-0002-8307-9302

Poltava university of economics and trade

PECULIARITIES OF TEACHING LATIN TO STUDENTS MAJORING IN PHILOLOGY: THE EXPERIENCE OF POLTAVA UNIVERSITY OF ECONOMICS AND TRADE

The article focuses on some new approaches to teaching Latin for the students majoring in Philology on the university level, as well as practical experience of using interactive teaching methods in the process of teaching the course “Latin language” in Poltava University of Economics and Trade.

The traditional method of teaching Latin is guided by the principle of “read and understand”. However, an approach to learning the classical language based on the methods of modern languages is currently being developed, which aims to develop skills not only in reading and translation, but also in speaking and writing. Among the methods used in classes are considered such as “brainstorming”, work in small groups, educational games, and method of projects. The authors of the article emphasize that the use of information technologies is important. When studying the Latin language course, a distance course designed for philology students is used, and students also prepare presentations, which are presented in practical classes.

The results of the research and the general experience of using interactive teaching methods show that the use of such a strategy has a positive effect on the level of philological training of students, deepens the knowledge of the basic rules of the grammar of the Latin language in comparison with the grammars of modern languages, namely English and German, helps to master the vocabulary of Germanic languages, which has a Latin origin, and also increases the motivation to study the Latin language in general.

Key words: *interactive teaching methods, “brainstorming”, work in small groups, educational games, method of projects, information technologies*

Statement of the problem in general and an indication of its connection with important scientific or practical tasks. The process of training a competitive specialist capable of innovative activities, continuous professional development and lifelong learning is a strategic goal of every higher educational establishment in Ukraine. An integral component of the professional training of specialists in the field of philology and translation is the study of the Latin language course, which affects the formation of a multicultural linguistic personality.

Latin is a classical foreign language that has an exceptional role in the formation of European and world culture, which makes it one of the fundamental elements of humanitarian education. That is why the problem of its teaching should be considered from a special point of view. Latin is a dead language, which now functions in the scientific sphere and is learned only in the process of formal education. Students, loaded with special disciplines, do not understand why to learn a language that they do not use during communication. Therefore, the problem of teaching the Latin language automatically becomes not only a methodical problem, but also a psychological and pedagogical problem. It is necessary to break the stereotype “it’s not spoken, so it is unnecessary” immediately. In this regard, the teacher must arouse in students not only cognitive activity and cognitive interest in the Latin language, but also cognitive and practical interest. Because modern didactics reveals the problem of the students’ activity in learning and provides an active approach to the assimilation of knowledge only based on the unity of knowledge and practice as inseparable aspects of human activity. A person as an individual does not discover, but assimilates the knowledge already acquired by humanity and possesses only that knowledge that he obtains by applying his own efforts. Studying the Latin language, reading Latin texts, the student immerses himself/herself in the history, literature, religion, politics, art, everyday life of ancient Rome, and conducts a dialogue with the culture on which our civilization is based. In regard to this, the

study of the Latin language is similar to the study of the so-called “new” or modern languages, in which a mandatory component of teaching is studying the history and culture.

Analysis of the most important publications in which the solution of the researched problem is initiated and on which the author relies. Among Ukrainian researchers who investigate the methodology of teaching classical languages are S. Hrytsenko (Hrytsenko, 2023), O. Mahdiuk (Mahdiuk, 2020), R. Mylenkova (Mylenkova, 2012).

Researchers and professors (Bulat, Lysunets, Didyk, 2015) consider the Latin language as a tool for achieving an extralinguistic goal, which consists in involving the student in the values of European culture and the heritage of ancient civilization, which is a source of new terms and definitions in various spheres of human activity.

The purpose of teaching Latin to future specialists in philology and translation is to familiarize students with the general educational significance of the Latin language; to give the required amount of knowledge of the normative grammar of the Latin language for a philologist; expand their worldview by studying Latin proverbs and catchphrases. The course “Latin” in the system of higher philological education is a mandatory component that has a clear practical orientation. The student is required to be able to apply the acquired knowledge to perform practical tasks (the ability to read words using the rules of reading; the ability to identify where the stress is in a Latin word, change a Latin noun or verb, compose a sentence in Latin, research the genealogical kinship of English, German, Ukrainian and Latin words, correlate the grammatical features of English, German, Ukrainian and Latin languages, compare the Latin language with modern European languages in terms of grammar.

It is considered that a student will be able to master a course if he/she has positive results of intermediate and current controls. This means that the learner has mastered the necessary level of knowledge in the field of the Latin language and acquired enough practical skills to evaluate them. The researchers state that to achieve the above-mentioned goal, the student must follow the rules that will allow him to master the course at a high level:

- The first stage of learning the course should be related to the study of all components of the educational and methodological complex of the discipline in order to understand its content and instructions, which will be brought to the attention of the student during the class (setting deadlines and monitoring the performance of individual tasks by each student; distribution of topics of reports and deadlines for their submission, criteria for evaluating the student’s current work (tests, individual assignments, work in practical classes), etc.
- Before starting the course, it is advisable to familiarize yourself with the structure of it based on the syllabus, as well as with the sequence of studying topics and their volumes. For the purpose of optimal self-organization, it is necessary to compare this information with the schedule of classes and identify the most time- consuming and effort-consuming topics in order to determine in advance the periods of especially hard work.
- Each topic contains theoretical material, a list of literature for independent study, questions and tasks for preparation for practical classes, as well as materials for independent work. It is necessary to provide these materials and literature or access to them in advance.

According to the curriculum, the main types of students’ educational activities are practical classes and independent work of students. Innovative teaching methods, gamification of the educational process are actively used during the study of this course.

The success of learning depends on the working methods of the Latin language teacher, on the ability to use various modern methods in the context of solving specific educational tasks.

Distinguishing still unresolved aspects of the scientific problem addressed in this article. The traditional method of teaching classical languages, namely Latin, based on the principle of “legere et intellegere” (read and understand) is based on centuries of pedagogical experience. However, at the end of the 20th century in world science, a method “ad fonts” began to be applied to the process of teaching Latin using the methods of the modern languages, with the acquisition of skills not only in reading and translation, but also in speaking and writing.

Formulation of the purpose and tasks of the article. The purpose of the article is to describe the main methods used in the classes of the “Latin language” course at the Poltava University of Economics and Trade and to identify the problems that arise in the learning process. The task of the research is to describe the methods of teaching Latin and analyze the main problems of training competitive specialists in the field of philology and translation, as well as ways to solve them.

Statement of the main material with a full justification of the obtained scientific results. Nowadays varieties of studies are devoted to the innovative methods of teaching foreign languages. These are the works of N. Bogush (Bogush, 2013), L. Bulat, O. Lysunets, N. Didyk (Bulat, Lysunets, Didyk, 2015), P. Shevchuk, P. Fenrich (Shevchuk, Fenrich, 2005), T. Koval, O. Kozakevych (Koval, Kozakevych, 2023), A. Kochubei (Kochubei,

2013), O. Pehota (Pehota, 2004), O. Pometun (Pometun, 2004), O. Strelnikova (Strelnikova, 2009). All of them are applied to modern languages. However, the staff of Poltava University of Economics and Trade has experience in applying some of the interactive methods to the process of teaching Latin to future philologists and translators. This article is an attempt to share some of the practices used by the professors.

The method of “brainstorming” involves putting forward creative ideas in the process of solving a scientific or technical problem, which stimulates critical and creative thinking (Strelnikova, 2009, p. 56). These brainstorming exercises not only stimulate critical and creative thinking but also encourage students to think about the practical relevance of their subject, Latin language, in contemporary society.

For example, one of the tasks is to ask students to brainstorm and identify the main reasons why the Latin language is perceived as “dead” or irrelevant. The possible answers could include misconceptions, lack of awareness, or limited educational opportunities. Divide students into teams, and each team is responsible for designing a campaign to promote Latin language learning. This could include slogans, posters, social media strategies, or even organizing events. Encourage students to think creatively about how to make Latin learning engaging and accessible. This could involve integrating technology, gamification, or pop culture references.

One of the effective methods is an educational game in small groups (4-5 students). All groups of students receive the same tasks, for example a Latin word (e.g., “natura” for nature or “amicus” for friend). The group has to brainstorm as many related words, phrases, or concepts in Latin as they can in 5 minutes. Then each group shares their associations on the whiteboard. This exercise can help to engage students in a dynamic and creative manner, and contribute to better memorization of previously learned vocabulary and grammar material.

Among the innovative technologies that have a pragmatic focus on the result that appears in the process of performing a certain task, we single out the method of project training. The use of project technology in the educational process aims to transition from performing various types of exercises to active research activity. As the researchers note, this method involves a certain set of educational and cognitive tools and actions of students, which allow solving one or another task as a result of independent cognitive actions and presupposes the presentation of these results in the form of a specific activity product. Technologization of education involves mandatory reflection ... The purpose of reflection is to remember, identify and understand the main components of activity - its content, type, methods, problems, ways of solving them, obtained results, etc. (Pehota, 2004, p. 108). In their opinion, “project-based learning involves the following: students apply knowledge and skills to solve realistic problems in the real world; the student's level of responsibility for the amount of work performed increases; teachers perform the roles of trainers and facilitators of research, conduct reflections; students often work in pairs or groups.” (Barron & Darling-Hammond, 2008). The specificity of the “Latin language” course justifies the expediency of using linguistic-type projects that have information, familiarization and practice-oriented direction in the process of learning. Students can be offered the following topics for the research and presenting the findings in the form of a mini-project: “Art and Design: Design Latin-themed posters or artwork for educational purposes”, “Cultural Preservation: Translate and transcribe ancient Latin texts for online archives”, “Language Games: Develop Latin word games or puzzles for language learners”, “Latin in Pop Culture: Analyze the use of Latin phrases in movies or music lyrics”, “Latin for Travel: Design a Latin phrasebook for travelers” etc.. For instance, if the students choose the topic “Art and Design”, they can create the Latin alphabet poster, a calendar with Latin names for months and days of the week or an illustrative table of verb conjugation. It would serve as both a decorative piece and an educational tool and it would appeal to language enthusiasts, students, and anyone interested in the history of Latin language.

Projects of this type involve the selection and systematization of materials and information on a given topic; development of models, plans, assignments; performance of translation work; semantic, morphological, syntactic and structural analysis of terms, determination of the frequency of use of these terms; compilation of terminological dictionaries. The method of project-based learning is a kind of research, but compared to real scientific research, it has a game-like, simulation-like nature and significantly shorter deadlines. Preparation of a mini-project can take place in the form of individual or group work of students. This creates favorable conditions for the formation and development of their search and research, technological and information competence.

The final product of project work on the Latin language can be multimedia presentations of research results, thematic dictionaries of terms, design of structural schemes and thematic tables. The experience of using this technology for learning Latin proves that the project method contributes to the effective achievement of the following educational goals:

- 1) in-depth study of terminological material;
- 2) formation of cognitive skills of students, skills of their research work, critical thinking, ability to search, analyze and differentiate the necessary information from a certain field of knowledge;
- 3) development of students' independent activities (individual, pair, group), giving them the opportunity to independently construct their own knowledge;
- 4) development of a team style of work, the ability to collectively solve professional tasks;

5) formation of the ability to express and justify one's own opinion, to represent the results of one's activity in the form of a report, report, multimedia presentation, etc.;

6) ensuring the integration of knowledge from various academic courses.

Modern computer technologies are an integral component of interactive learning. It is well known that the use of multimedia tools ensures the implementation of the principles of clarity and dynamism of the educational process. Multimedia presentations of educational material in PowerPoint format in practical classes of the Latin enable a clear and concise presentation of a significant amount of specialized terminological units and algorithms for their construction, as well as visualization of subjects and phenomena with which the corresponding terms are associated. The combination of text, graphic images and drawings (animations) improves the speed and quality of assimilation of the necessary information, helps to focus attention simultaneously on the lexical and grammatical aspects of the language. The introduction of computer test control ensures the objectivity of the assessment and saves the time of both the teacher and the student. Electronic accumulation of statistical information (number of correct and incorrect answers, etc.) allows us to draw conclusions about the quality of students' knowledge in general.

Results of the research and prospects for further development of this thematic area. Therefore, the study of Latin by students majoring in Philology and Translation requires the formulation and application of an updated methodological system. The experience of Poltava University of Economics and Trade witnesses that implementation of interactive methods of studying the course provide for increased interest and motivation and contribute to the formation of a scientific worldview and the growth of the level of professional communication of future specialists. It can be proved by the course results, as evidenced by the distribution of grades among students who took the course in the academic year of 2022-2023: 66.6% were awarded grade "A", 8.3% were awarded grade "B", 25% were awarded grade "C". These findings underscore the efficacy of the methods discussed in the article, affirming their ability to yield significant positive outcomes, making a strong case for their continued utilization and further development in the field.

References

- Barron, B., & Darling-Hammond, L. (2008). *Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning*. Book Excerpt. Retrieved from <https://eric.ed.gov/?id=ED539399>
- Bohush, N. M. (2013). Uprovadzhenia innovatsiinykh metodiv i tekhnolohii na urokakh nimetskoi movy yak zasib rozvytku tvorchoho potentsialu uchniv [Implementation of innovative methods and technologies in German language classes as a means of developing the creative potential of students]. *Tavriiskyi visnyk osvity [The Tavriiskyi Bulletin of Education]*, 4 (44), 109-117 [in Ukrainian].
- Bulat, L. M., Lysunets, O. V., & Didyk, N. V. (2015). Suchasni interaktyvni tekhnolohii vykladannia klinichnykh dystsyplin u studentiv stomatolohichnoho fakultetu medychnoho vyshu [Modern interactive technologies for teaching clinical disciplines to students of the dental faculty of the medical university]. *Aktualni problemy suchasnoi medytsyny. Visnyk UMSA [Current problems in modern medicine. Bulletin of the UMSA]*, 15/1 (49), 202-206 [in Ukrainian].
- Hrytsenko, C. (2011). Latynska terminolohiia yak nevidiemnyi komponent fakhovoi pidhotovky suchasnykh pravoznavtsiv [Latin terminology as an integral component of the professional training of modern legal scholars]. *Filosofski ta metodolohichni problemy prava [Philosophical and methodological problems of law]*, 1, 145-152 [in Ukrainian].
- Koval, T. I., & Kochubei, N. P. (2011). Interaktyvni tekhnolohii navchannia inozemnykh mov [Interactive technologies of foreign language learning]. *Naukovi zapysky NDU im. M. Hoholia. Psykholohopedahohichni nauky [Scientific notes of NSU named after M. Hohol. Psychological and pedagogical sciences]*, 7, 25-37 [in Ukrainian].
- Kochubei, A. V. (2013). Innovatsiini metody vykladannia humanitarnykh dystsyplin u vyshchyykh tekhnichnykh navchalnykh zakladakh [Innovative methods of teaching humanitarian disciplines in higher technical educational institutions]. *Onovlennia zmistu, form ta metodiv navchannia i vykhovannia v zakladakh osvity [Updating the content, forms and methods of teaching and upbringing in educational institutions]*, 7 (50), 80-84 [in Ukrainian].
- Kozakevych, O. O. (2009). Vykorystannia interaktyvnykh metodiv navchannia dlia formuvannia ta rozvytku hramatychnoi kompetentsii v pershokursnykiv [The use of interactive teaching methods for the formation and development of grammatical competence in first-year students]. *Naukovi pratsi [Scientific papers]*, 95(108). Retrieved from <http://lib.chdu.edu.ua/pdf/naukpraci/pedagogika/2009/108-95-23.pdf> [in Ukrainian].
- Mahdiuk, O. V. (2020). Latynska mova u systemi suchasnoi vyshchoi osvity Ukrainy [Latin language in the modern higher education system of Ukraine]. *Ukrainskyi psykholohopedahohichni naukovyi zbirnyk [Ukrainian psychological and pedagogical scientific anthology]*, 20, 42-46 [in Ukrainian].
- Mylenkova, R. V. (2012). Dydaktyko-metodolohichni analiz problem vykladannia kursu latynskoi movy na yurydychnykh fakultetakh VNZ [Didactic and methodological analysis of the problems of teaching

- the Latin language course at the law faculties of the university]. *Pravovyi visnyk Ukrainської akademii bankivskoi spravy [Legal Bulletin of the Ukrainian Academy of Banking]*, 1 (6), 16-20 [in Ukrainian].
- Nicoulin, Morgan A. (2019). *Methods of Teaching Latin: Theory, Practice, Application*. Arts & Sciences Electronic Theses and Dissertations. Retrieved from https://openscholarship.wustl.edu/art_sci_etds/1748
- Pekhota, O. M. (2004). *Osvitni tekhnolohii [Educational technologies]: navchalno-metodychnyi posibnyk*. Kyiv: A.S.K. [in Ukrainian].
- Pometun, O. I. (2007). *Entsyklopediia interaktyvnoho navchannia [Encyclopedia of interactive learning]*. Kyiv: SPD Kulynichev B.M. [in Ukrainian].
- Pometun, O. I., & Pyrozhenko, L. V. (2004). *Suchasnyi urok. Interaktyvni tekhnolohii navchannia [A modern lesson. Interactive technologies of learning]: naukovo-metodychnyi posibnyk*. Kyiv: A. S. K. Publishing House [in Ukrainian].
- Strelnikova, O. V. (2009). *Interaktyvni metody vykladannia anhliiskoi movy na nespetsialnykh fakultetakh VNZ [Interactive methods of teaching English at non-specialized faculties of universities]. Naukovi zapysky. Filolohichna [Scientific notes. Philological]*, 11, 568-576 [in Ukrainian].

ЩЕНКО В., ГОРБУНЬОВА С., КОНОНЕНКО О.

Полтавський університет економіки і торгівлі

ОСОБЛИВОСТІ НАВЧАННЯ ЛАТИНСЬКОЇ МОВИ СТУДЕНТІВ ФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ: ДОСВІД ПОЛТАВСЬКОГО УНІВЕРСИТЕТУ ЕКОНОМІКИ І ТОРГІВЛІ

У статті розглядаються підходи до викладання латинської мови для студентів філологічних спеціальностей університетського рівня, а також практичний досвід використання інтерактивних методів навчання під час викладання дисципліни “Латинська мова” в Полтавському університеті економіки та торгівлі.

Традиційна методика викладання латинської мови керується принципом – «читати і розуміти». Проте, зараз розвивається підхід до вивчення класичної мови за методиками сучасних мов, що мають на меті розвиток навичок не лише читання і перекладу, а й і говоріння та письма. Серед методів, які використовуються на заняттях розглядаються такі, як «мозковий штурм», робота в малих групах, навчальна гра, метод проектів. Автори статті зазначають, що надзвичайно важливим є використання інформаційних технологій. При вивченні курсу з латинської мови використовується дистанційний курс, розроблений для студентів-філологів, а також студенти готують презентації про цікаві факти та особливості латинської мов, які представляються на практичних заняттях.

Результати дослідження та загальний досвід використання інтерактивних методів навчання показують, що застосування такої стратегії має позитивний вплив на рівень філологічної підготовки студентів, поглиблює знання основних правил граматики латинської мови у порівнянні з граматики сучасних мов, а саме англійської та німецької, допомагає оволодіти лексику германських мов, яка має латинське походження, а також підвищує мотивацію до вивчення латинської мови в цілому.

Ключові слова: *інтерактивні методи навчання, «мозковий штурм», робота в малих групах, навчальна гра, метод проектів, інформаційні технології.*

Стаття надійшла до редакції 26.02.2024 р.