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Innovative Methods of Teaching Classical Languages (Using the Example of Latin)

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Abstract. The main competencies and skills of students should be professional and communicative skills to represent the potential of didactic discourse, the unit of which is various pedagogical texts. Cognitive activity of students is associated with the acquisition of special knowledge and development of professional speech, which occurs not immediately, but gradually, in the process of assimilation and awareness of a personal educational goal. The relevance of the study is conditioned by the need to investigate the specific features of using innovative methods for learning classical languages and solve the problems faced by teachers of "dead" languages. The purpose of the study is to investigate the methods of teaching classical languages using the example of Latin and search for ways for their adaptation to modern innovative teaching methods. The methodology is based on analysis, synthesis, and a modelling method. During the study, the main innovative teaching methods that are currently used in the educational process were identified, and the advantages and disadvantages of the methods under consideration were identified. The problems encountered by teachers of "dead" languages, Latin in particular, during the teaching process have also been identified since "dead" languages do not generate much interest among students, as their use is limited to narrow areas. Innovative technologies are designed to revive interest in studying subjects that are not widely used in everyday life, and also make this process as efficient as possible. It was concluded that in modern conditions, the teacher should monitor the development of information and communication technologies and constantly improve their skills to ensure an up-to-date educational process. The practical significance of the study lies in a comprehensive analysis of methods of teaching classical languages, based on which the teacher can determine which of the methods will be more effective for a particular model of teaching the subject

Keywords: modern educational technologies, learning of "dead" languages, communication skills, educational and cognitive activities, teaching methods

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INTRODUCTION

In the modern conditions of the modernisation of education, there is an urgent need to eliminate the emphasis from simple acquisition of knowledge to the development of certain skills and practical application of the obtained learning results [1]. This necessitates the use of innovative forms, methods, and technologies that contribute to the development of intellectual, speech, communication, and creative abilities of students, activation of educational and cognitive activities, productive creativity, and various ways of thinking. The modern educational system, which is responsible for preparing new generations in an information-rich

environment, is forced to reconsider the educational ideals of the past and set tasks in accordance with new needs. Innovative pedagogical technologies that consider and develop individual characteristics of students are being introduced [2; 3]. Modern educational technologies can be considered as a key prerequisite for improving the quality of education, reducing the load on students, and more efficient use of school hours. Speaking about the use of innovative teaching methods, it is worth paying attention to the development of critical thinking in students and the organisation of independent work in practical classes on Latin [4; 5].

According to classification by A. Musorin [20], Latin is one of the “dead” languages that continue to actively function in the field of book science and writing. Such languages, even after being used for live communication, retain the ability to develop and influence the living languages of the society in which they function. The prestige of the Latin language lies in the fact that in the education system it played the role that a living language plays today, that is, at a certain point in time, Latin was used to explain concepts and phenomena that did not exist in other cultures when other languages did not have a vocabulary to describe them [7; 8].

Latin language, as an object of education, has passed through different times and met different goals from the moment of its origin to the present. It ceased to be used as a spoken language between the 9th and 10th centuries AD, after which, in addition to its communicative meaning, Latin continues to be studied in modern educational institutions and functions in the scientific space as a separate semiotic system through which scientists from all over the world understand each other. In the context of the Middle Ages, in the 5th century AD, when grammarians devoted themselves to collecting, translating, and transmitting all knowledge of Latin culture, it was a means of accessing a verbal treasure. Until the 16th century, this language remained the language of culture, religion, and even politics in Western Europe. Nowadays, when teaching Latin, modern methods are contrasted with conventional methods, that is, there is a grammatical and communicative approach to learning [9; 10]. Modern methods of learning languages and even some eclecticism are used for teaching classical languages. This trend is aimed at improving the teaching of Latin, updating the methodologies that have been used to teach it so far. The teaching of classical Latin was subsequently dominated by the grammatical method of the deductive and logical type. This method has been the focus of questions and criticism because of its rigour and the demands it makes, even to the point where it is considered ineffective. Usually in the classroom, students have difficulty understanding grammatical concepts, especially when they know the grammar of their native language very poorly, which makes it difficult to achieve a high level of translation from another language. But at the present stage, innovative teaching methods are used for the most effective learning, the use of which improves the perception of the subject due to the use of the latest technologies [11-13].

Given the above, there is a need to review conventional teaching methods and how they are applied, and the possibility of complementing these methods with other teaching strategies in the light of modern pedagogical theories. It is important to promote better results and greater readiness of students to study the subject, since poor academic performance generates a negative attitude towards the subject. Thus, the purpose of the study is to investigate the methods of teaching classical languages using the example of Latin and find ways to adapt them to modern innovative teaching methods. In accordance with the goal, the task was set: to characterise and divide into groups innovative

teaching methods; to conduct a comparative analysis of the selected methods of teaching classical languages; to determine the advantages and disadvantages of these methods in the learning process; to give examples of the use of individual methods in Latin language classes.

MATERIALS AND METHODS

The scientific methods used in this study were chosen according to the objective. The research is based on the investigation of conventional teaching methods and determining how they can be modernised to meet modern requirements. For this purpose, theoretical methods of scientific cognition were used, in particular, analysis and synthesis – to determine the specific features of each of the methods and their effectiveness; and the modelling method was used to give examples of how exactly the described conventional and innovative methods can be combined in the framework of teaching classical languages.

At the first stage, it was proved why the object of research was Latin, because Latin is now the most commonly used classical language, which belongs to the “dead” languages, widely used in law, philosophy, theology, liturgics, medicine, etc. Therefore, students learning Latin in the framework of professional training should arouse additional interest in studying subjects that will be useful to them only while working in the profession. Innovative teaching methods are designed for this purpose, because the use of the results of the scientific and technical process is an integral part of modern life, and their introduction into the educational process helps to develop students’ skills that they will use in everyday life, such as communicative, creative, cognitive, etc.

At the second stage, a list of sources used was selected and formed, due to which the main task of the research – studying conventional teaching methods and considering ways to add innovative technologies to them – was implemented. The material base of the study was selected according to two criteria. The first criterion was the relevance, that is, the correspondence of the chosen study to the research objectives and the potential to solve the problem. In addition, only the latest research papers (published in the last three years) were selected for study, because it is important that the research conducted is relevant and contributes to the development of this problem.

At the third and final stage, the information obtained from the selected sources was grouped, after which a comparative analysis of the selected methods of teaching classical languages was carried out, innovative technologies were adapted to them, and the advantages and disadvantages of these methods were determined, including the possibility of their implementation in the educational process. In addition, at this stage, examples were given of exactly how these methods can be used in Latin language classes, and the modelling method was used for this purpose. A modelling method is a research tool of a material or theoretical nature created to reproduce the object under study. It is a simplified reproduction of reality that performs

a heuristic function, which allows identifying new relationships and qualities of the research object. It is a working tool that provides an intuitive approach to reality and whose main function is to help understand the theory from the phenomenon under study. The application of the modelling method is closely related to the need to determine the indirect reflection of objective reality. In fact, the model is an intermediate link between the subject (researcher) and the object of research. Modelling is exactly the method by which abstractions are created to explain reality.

RESULTS AND DISCUSSION

Latin helps students acquire the language skills they need to research and analyse scientific ideas, and promotes deeper and more conscious assimilation of terminology in their native and foreign languages. Successful mastery of Latin, in particular within the framework of the curriculum, significantly increases the overall level of education. Provided that in addition to phonetics, basic grammar, and terminology, students of higher educational institutions will get acquainted with the scientific and cultural heritage of Ancient Rome and Greece. Modern students come to the first year uninformed with elementary realities and facts from the history of ancient civilisation, unable to see the many words of ancient origin in everyday life. The teacher is obliged to acquaint them with symbols, words, and concepts created by the ancient Greeks and Romans, introduce them to the concept of the Indo-European language family and teach them to determine the place of foreign languages familiar to them, to determine their connection to Latin, their influence on living languages, recognition of Latin derivatives in their native language, English, French, etc. [14; 15].

In this regard there is a number of features in teaching Latin at the stage:

- falling motivation of students due to the fact that they feel a lack of practical use of Latin;
- outdated traditions of teaching Latin in universities and the predominance of a structural approach, for example, the grammatical and translation method, which is based on the following provisions: the language can be perfectly learned only by mastering a certain set of universal grammatical rules, and a certain set of words in a foreign language; grammatical categories, unlike sounds, morphemes, and words, are universal for all languages, so the most correct way to form a sentence in a foreign language is to start building it in the native language, and at the same time also perform its syntactic analysis as grammatical analysis of words contained in the sentence; foreign language models that do not have equivalents in the native language are considered exceptions to universal grammatical rules;
- the impossibility of introducing a “natural method”, the essence of which was to create such a language environment of communication that would be sufficient for linguistic and psychological adaptation in a Latin-speaking cultural society. Foreign language as communication, socialisation, adaptation of students to a foreign culture was not

only a goal, but also a means of teaching. As with modern technology of communicative learning, language exercises of the natural method reflected situations of real communication and helped students gradually accumulate a large vocabulary and grammar;

- low phonetic impact on speech (lack of authentic audio material);
- mandatory use of the native language in the process of teaching and learning.

In order to improve the quality of education, it is crucial to use active innovative teaching technologies that allow students to instil the necessary level of knowledge and skills. Innovative methods cannot completely replace conventional ones, but they also increase students' interest in learning and expand the amount of information they remember. There are several groups of innovative teaching methods, among them: problem-based learning; technology for developing “critical thinking”; information and communication technologies; project-based learning; technology for applying game methods in the classroom; cooperation training (team and group work).

1. Problem-based learning method. This method promotes the maximum development of creative thinking, teaches students to think about the essence of phenomena and look for the relationship between them. Problem-based learning requires students to have certain intellectual abilities and mental effort, and the ability to overcome difficulties. Problem-based learning is based on a system of pre-established knowledge and skills that are acquired with its help, both in practical Latin classes and through independent classes.

For successful use of problem-based learning, it is necessary to clearly understand the requirements of this teaching method:

- the problem should be clearly formulated;
- the task must have some complexity;
- the task should be interesting for students;
- there should be enough training material to find a solution to the problem.

2. Technological way to develop “critical thinking”. The goal of developing “critical thinking” is to form a culture of reading and encourage independent creative activity. The constructive basis of “critical thinking technology” is the basic model of three stages of organising the creation process: “challenge – understanding – thinking”. At the “challenge” stage, existing knowledge and ideas about the object under study are removed from memory and updated. The challenge situation is created by a skilfully set up question. At the “understanding” stage, there is an introduction to new information and its systematisation. Students are given the opportunity to understand the information received, and even the opportunity to formulate questions when correlating old and new information. At the “thinking” stage, students consolidate new knowledge and incorporate it into new concepts. Methods of “critical thinking” include “brainstorming”, “clusters”, etc. “Ask a question” method – the teacher asks a question, suggests thinking about the answer

and discussing it. The question should be such that the answer involves reflection and analysis. Frequent questions lead to discussions in which students themselves learn to ask questions and formulate them correctly. This technique can be used in practical classes for the "Morphology" section.

Brainstorming is one of the most popular ways to encourage creative activity. It allows students to find solutions to complex problems by applying special discussion rules. They are widely used in the classroom to find non-conventional solutions to various problems. The method is based on the assumption that one of the main obstacles to the emergence of new ideas is the "fear of evaluation": students often do not express their opinions out loud, fearing that they will face scepticism from the teacher and other students. The purpose of brainstorming is to exclude the evaluative component in practical Latin classes. The classic brainstorming method proposed by Osborn is based on two main principles: "delaying the condemnation of an idea"; "quality comes from quantity". This approach involves applying several rules. Criticism of any mistakes made by students during the lesson is excluded. Students working in interactive groups should be sure that their work will be appreciated. It is necessary to ask a lot of questions: each student has the opportunity to ask and answer the maximum number of questions. At the last stage, the best answers are selected. In recent years, "electronic brainstorming" (online brainstorming) using Internet technologies has become very common. It eliminates the "fear of evaluation", since it provides anonymity and allows solving a number of problems of traditional brainstorming [9; 16].

3. Method of information and communication technologies. The implementation of this method can be determined by the technologies used to access, collect, process, present, or transmit information. Information and communication technologies (ICTs) include both hardware and software. The main ICT tool for the information environment of any educational system is a personal computer and the capabilities of the software installed on it. Now there are many opinions about whether it is worth it to use a computer during Latin classes. Some believe that a computer can replace a teacher, while others believe that a computer cannot transmit information the way a teacher does. The authors of this study suggest that the computer serves only as a training tool. The computer has many advantages: it combines video and audio information, text information, and the computer also provides great opportunities for checking the level of knowledge in Latin or a topic with the participation of a teacher, which reduces the time spent summing up the results.

It is possible to use the following tests: multiple choice (with one or more correct answers); passes (with different user support options); language games (crosswords). For example, the electronic version of the test gives students the ability to move objects inside a document, place them in the right places, delete them, group them by task, insert what they need, etc. Thus, the use of a computer gives the teacher

the opportunity to constantly improve educational materials and introduce new organisational forms of training.

There are other types of ICTs. For example, television, but it is not an affordable method for all educational institutions. In practical Latin teaching, presentations are the main method of ICT. They differ by the type of speech activity (when teaching reading, writing, speaking), by the linguistic aspects (when teaching vocabulary, grammar, or phonetics), and by the type of provision (substantive, semantic, illustrative). It is possible to use presentations that make it easier to work with various language and conversational exercises. Presentations allow students to discover their creativity. Due to the computer, the use of ICT significantly diversifies the process of perception and processing of information, followed by analysis and sorting [17; 18].

4. Methods of project-based learning. The main goal of project-based learning is to give students the opportunity to independently acquire knowledge in the process of solving practical problems or problems that have arisen during the project implementation. The teacher in the project is assigned the role of coordinator, expert, and an additional source of information. The typology of projects is diverse and can be divided into mono, collective, oral, visual, written, and web projects. Project-based work is a multi-level approach to learning Latin, including reading, speaking, and grammar. The project-based learning method promotes the development of students' active, independent thinking and orients them to joint research work. Project-based learning is relevant because it teaches students to work together, and collaborative learning forms moral values such as mutual support, develops creative skills, and activates students.

The project-based learning method improves students' communication skills, the ability to formulate thoughts briefly and simply, get information from various sources, and process it using modern computer technologies. The project-based learning in practical classes in Latin is one of the most relevant technologies that allow students to apply the accumulated knowledge on the subject. Students expand their horizons and boundaries of Latin terms, gain experience in their practical application in teaching philosophy, theology, liturgics, anatomy, pharmacology, and clinical disciplines, and learn to listen and understand each other when defending projects. In practical classes, students work with reference literature, dictionaries, and a computer, thereby creating the possibility of direct contact with the Latin language, which is not provided by learning the language only with the help of a textbook in the classroom. Working on projects develops students' imagination, creative thinking, independence, and other personal qualities.

The task of the teacher is to formulate project topics and determine the range of issues that need to be considered to achieve the goals and objectives of a particular lesson. In practical Latin classes, you can use the following project topics can be interesting for students: "Roman calendar"; "Hippocratic Oath"; "Olympic Games"; "Latin maxims";

“Latin and Greek names”, etc. In such projects, students create voluminous texts and multimedia presentations with the most interesting materials and accompanying video fragments.

Projects in the classroom can be used either in full or in fragments. Text materials can be used by students for independent preparation for classes and for the final exam in extracurricular time. Therefore, it is considered appropriate to create a selection of text materials and media libraries from student projects in the classroom. Students are often asked not only to set specific tasks on the topic, but also to express their own opinion and position on a specific problem. Innovative technologies help to form the student's personal qualities, such as the ability to communicate in different social groups and the ability to independently develop their cultural level. Notably, the project methodology does not replace, but complements, other types of training technologies [19; 20].

5. Technology of using game methods during the lesson. This is the most popular method of using innovative technologies among students. It is worth paying attention to examples of phonetic, lexical, and grammatical games in practical classes and considering them in detail. The consolidation of phonetics is facilitated by:

a) puzzle – student pronounces words containing the same sound, other students must guess it and write it down on the blackboard;

b) game competition – teacher writes down the diphthongs ae, oe, au, eu on the blackboard, gives students the task to write as many words with diphthongs as possible, pronounce them, paying attention to the setting of accents and pronunciation of sounds;

c) simulation game – students try to repeat Latin idioms, the winner is the one who repeats them the fastest;

d) lexical games – aimed at working out new terms, mastering the mechanisms of word formation and units of phraseology. Lexical games also include: riddles, puzzles, and crosswords, but professional games related to the future profession have the greatest opportunities for students' cognitive activity.

6. Collective training method (team and group work). This method is not yet widely used in educational practice due to certain technical and psychological difficulties on the part of both teachers and students. Group work of students encourages close communication of students, which leads to the development of social behaviour skills and assimilation of general work technologies. A distinctive feature of teachers who use this method is that they speak a little, but listen and observe a lot. The introduction of this method of teaching “in cooperation” in collective and group work in the educational process is important for both the teacher and the student. It is important for teachers to discover the hidden talents and abilities of their students. As practice shows, students gather in groups of five or six people, and each group should have one well-educated student. Everyone is assigned a task and their role is determined. Each student

is responsible not only for the result of their work, but also for the result of the entire group, so weak students try to learn from the strong what they do not understand, and strong students try to make the weak understand the task. Each member of the group benefits from this, as knowledge gaps are closed together. The task should not be voluminous and should be clear, students should be given time to settle into the group. The teacher's job is to observe the work of groups and give advice when necessary. In addition, it is better to ignore the noise that occurs during operation and resolve any conflicts that may arise. As practice shows, this method is perceived by students with great interest and helps to reveal their creative abilities.

It is worth noting that there are a number of studies aimed at innovative teaching methods in the training of specialists in various professions (accountants [10; 11], teachers [13]), and in the study of foreign languages [2; 7-9], which prove that the appropriate use of such methods improves the level of memorisation and assimilation of knowledge. In particular, S. Alawadhi and M. Dashti [1] investigated the possibility of using the Telegram messenger during English lessons. The app was used as a source of information and a knowledge-sharing tool that allows users to find, store, and share educational information. It was found that Telegram can be an effective source of text and non-text information. The app can help save time in class and during homework.

The study [14] focused on teaching people with mild cognitive impairment. It was found that learning foreign languages is a good way to improve cognitive functions, but requires special methods, in particular, the use of songs in foreign language lessons. The specifics of using augmented reality in visual and spatial loading when memorising a second language vocabulary were shown in the study [3]. This experimental technology has shown its effectiveness in comparison with other technologies, namely the use of the Quizlet software suite.

A special feature of this study is the identification of the specifics of using innovative methods for learning classical languages, in particular Latin. In this context, it is important to consider the problems that teachers of “dead” languages have, because their use is limited, which can reduce students' interest. Innovative methods, in turn, are designed to solve this problem.

CONCLUSIONS

Thus, from the above, it can be concluded that the Latin language should expand the language worldview of students, improve their general language culture using the skills of normative use of Latin-Greek internationalisms, develop logical thinking, due to its clear structure of grammar, syntax, pedagogical value when familiarising with its meaning in the development of European science and culture. The use of innovative technological methods expands the skills of the teacher and increases students' interest in the subject being studied. It is worth noting that the presence of innovative methods does not negate

the existence of conventional ones, the latter are not rejected, but adapt to innovations. Therefore, innovative methods do not replace the classical methods of subject didactics, but complement and expand this process. Innovative methods create conditions for a more complete disclosure of students' abilities.

Innovative methods such as the project-based method and group work identify weaknesses and gaps in students' knowledge in a timely manner, which allows the teacher to analyse and focus on these gaps. Innovative methods

contribute to the expansion of the teacher's methodological knowledge and skills, and the disclosure of their organisational abilities. Independent work as one of the innovative methods has a beneficial impact on the quality of students' knowledge and on the ability to expand their skills in working with literature and ICT capabilities. Information technologies will continue to improve, new technologies and new ICT opportunities will appear, which will require teachers to constantly stay in line with pedagogical science.

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Інноваційні методи викладання класичних мов (на прикладі латинської мови)

Анотація. Основними компетенціями та вміннями студентів мають бути професійні та комунікативні вміння представляти потенціал дидактичного дискурсу, одиницею якого є педагогічні тексти різного роду. Пізнавальна діяльність студентів, пов'язана з набуттям спеціальних знань, формуванням та розвитком професійної мови, що відбувається не відразу, а поступово, у процесі засвоєння та усвідомлення особистісної навчальної мети. Актуальність дослідження зумовлена необхідністю дослідити специфіку застосування інноваційних методів для вивчення класичних мов та вирішити проблеми, з якими стикаються викладачі «мертвих» мов. Метою дослідження є вивчення методів навчання класичних мов на прикладі латинської мови та пошук шляхів їхнього пристосування до сучасних інноваційних методів навчання. Основу методології складають аналіз та синтез, метод моделювання. Під час дослідження було визначено основні інноваційні методи навчання, які наразі застосовуються в освітньому процесі, а також виявлено переваги та недоліки розглянутих методів. Також було встановлено проблеми, які виникають у викладачів «мертвих» мов, латинської мови, зокрема, під час процесу навчання, адже наразі «мертві» мови не викликають великого інтересу серед студентів, бо їх застосування обмежується вузькими напрямками використання. Інноваційні технології покликані оживити інтерес до вивчення предметів, які не широко застосовуються в повсякденному житті, а також зробити цей процес якомога ефективнішим. Було зроблено висновок, що у сучасних умовах викладач повинен слідкувати за розвитком інформаційно-комунікаційних технологій та постійно удосконалювати свої навички задля забезпечення актуального навчального процесу. Практична значимість дослідження полягає в комплексному аналізі методів викладання класичних мов, на основі якого педагог може визначити, який з методів буде ефективніший для його моделі викладання предмету

Ключові слова: сучасні освітні технології, вивчення «мертвих» мов, комунікативні навички, навчально-пізнавальна діяльність, способи навчання