POWRÓT DO ŁACINY: NAJNOWSZE PODEJŚCIA DO TRADYCYJNEJ DYSCYPLINY

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Adnotacja. Pytanie, czy łacina jest potrzebna we współczesnym społeczeństwie postinformacyjnym, jest dyskusyjne. Dlatego analiza technik dydaktycznych, które mogą zwrócić uwagę na klasykę i zachęcić do nauki tego starożytnego języka, jest aktualna. Celem tego wywiadu jest pokazanie roli i znaczenia łaciny jako dyscypliny propedeutycznej; sposoby wprowadzania innowacyjnych metod podczas jej rozwoju. Wśród innowacyjnych zasad nauczania łaciny główne to integracja elementów wizualnych i werbalnych, przewidywanie, konstruowanie podstaw możliwych różnorodnych pozytywnych zmian, które są określone w procesie przyswajania nowej wiedzy i tym podobne. Łacina w najnowszym formacie jej nauczania staje się podstawą kształtowania nie tylko kompetencji językowych, ale matematycznych i umiejętności w dziedzinie nauk technicznych. Nauka łaciny tworzy szerokie podstawy do kształtowania podstaw ogólnej wiedzy lingwistycznej, pozwala na głębsze zrozumienie zagadnień teorii języka, lepsze przyswajanie zarówno języka ojczystego, jak i kilku języków romańskich, tworzy korzystne tło dla porównania wszystkich współczesnych kultur europejskich; zachęca do studiowania podstawowych tekstów, które żywiły i nadal żywią kulturę, sztukę i nie tylko Europę.

Słowa kluczowe: łacina, innowacyjna metoda, elementy wizualne, elementy werbalne, języki romańskie.

BACK TO LATIN: NEW APPROACHES TO A TRADITIONAL DISCIPLINE

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Abstract. The question of whether Latin is necessary in today's post-information society is debatable. Therefore, the analysis of didactic techniques that can attract attention to the classics and encourage the study of this ancient language is relevant. The purpose of this investigation is to show the role and importance of Latin as a propaedeutic discipline; ways of introducing innovative methods in its teaching. Among the innovative principles in teaching Latin, the main ones are the integration of visual and verbal elements, forecasting, construction of the foundations of possible multi-vector positive changes that are laid in the process of assimilating new knowledge, etc. Latin in the newest format of its teaching becomes the basis for the formation of not only linguistic, but also mathematical competences and skills in the field of technical sciences. The study of Latin creates a broad base for the formation of the foundations of general linguistic knowledge, allows a deeper understanding of linguistic theory issues, better mastering both the native language and several Roman languages, creates a favorable basis for comparing all modern European cultures; encourages the study of the foundational texts that have nourished and continue to nourish the culture and art of not only Europe.

Key words: Latin, innovative method, visual elements, verbal elements, Roman languages.

НАЗАД ДО ЛАТИНИ: НОВІТНІ ПІДХОДИ ДО ТРАДИЦІЙНОЇ ДИСЦИПЛІНИ

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Анотація. Питання чи необхідна латина в сучасному постінформаційному суспільсті є дискусійним. Тому аналіз дидактичних прийомів, які можуть привернути увагу до класики й спонукати до вивчення цієї давньої мови є актуальним. Мета даної розвідки – показати роль та значення латини як пропедевтичної дисципліни; шляхи

впровадження інноваційних методів під час її опанування. Серед інноваційних принципів при викладанні латини основними є інтеграція візуальних і вербальних елементів, прогнозування, конструювання основ можливих різновекторних позитивних змін, які закладаються в процесі засвоєння нових знань тощо. Латина у новітньому форматі її викладання стає основою формування не тільки лінгвістичних, але математичних компетентностей та навичок у галузі технічних наук. Вивчення латини створює широку базу для формування основ загальнолінгвістичних знань, дозволяє глибше розуміти питання мовної теорії, краще засвоювати як рідну мову, так і декілька романських мов, створює сприятливе підґрунтя для порівняння всіх сучасних європейських культур; спонукає до вивчення основоположних текстів, які живили та продовжують живити культуру, та мистецтво і не тільки Європи.

Ключові слова: латина, інноваційний метод, візуальні елементи, вербальні елементи, романські мови.

The question of whether it is necessary to study ancient languages in the post-information society today is quite complex and debatable, which is connected with the lack of interest not only in the so-called "dead languages", but also in general in the "humanities" and classical culture (Charvet et Bauduin 2018: 23).

Therefore, the question of what didactic techniques can attract the attention of the modern audience to the classics and encourage them to study ancient languages is important and relevant. The German Latinist Jürgen Leonhardt, reflecting on the future of the Latin language, insists on the need to develop a different approach to the study of Latin and the development of new forms of its teaching, which is connected with a new view of history and culture that began to take shape at the turn of the century: (Leonhardt, 2010: 442-443) Thus, a truly constructive approach to ancient languages can be put at the service of this new attitude to history and culture, which is based on the desire to make the facts of the past completely relevant and tangible (which determines the relevance of this work).

Results and discussion. Modern principles of education are based on the system of prognostic skills, which always remain relevant due to the determinism of actions not by previous events that condition them, but by the obtained result (John Dewey, 2012). Synergetics deals with issues of such probable development. Synergetics as the next stage in the development of Systems theory is aimed at revealing the nature of variability, identifying the mechanisms of the transition of the system to a qualitatively new state is interpreted as a kind of "unpacking the concept of a "dialectical leap" in the evolutionary development of the system (Dombrovan I, 2016).

The main task of modern pedagogy is to create conditions for self-realization and self-development of the individual. Therefore, the basis of the teacher's pedagogical activity is the use of pedagogical technologies that contribute to creative learning and the education of an individual who will build his life according to the laws of synergetics through self-realization and self-development. Such training is especially relevant in the age of scientific and technological progress, as it motivates the student to constructively search for and use the information they need.

The issue of synergetics as one of the most promising directions in the field of education in the teaching of humanitarian disciplines is considered in a number of scientific studies. So, in particular, the work of E. Kolesnikov reveals the advantages of a synergistic approach in teaching humanitarian disciplines, which contributes not only to the assimilation of professional knowledge, but also forms a sense of patriotism and respectful attitude to the history of the native land in student youth (Kolesnikova E, 2011). The article by L. Malevich, M. Dzyuba deals with a synergistic approach to teaching the Ukrainian language (L. Malevich, M. Dzyuba, 2010). Divna Soleil not only emphasizes the need to use the latest approaches in teaching ancient languages, which are based on the principles of synergetics, but also notes that the synergistic approach contributes to a deeper and more active learning of ancient languages, activates the formation of educational skills and a scientific outlook (Soleil, D. 2019). Hartog François, points out that the renewed teaching of ancient languages through the interaction of different elements of the educational system is particularly effective both for beginners and for those who continue to master Latin at Master's programs (Hartog François, 2011). Currently, there is a desire to intensify the study of ancient languages at the universities of many European countries by improving teaching methods.

The purpose of the article. The purpose of this study is to show ways of implementing innovative methods in teaching Latin, which will contribute to a deeper and more active assimilation of knowledge; to show the role and importance of Latin as a propaedeutic discipline in the formation and activation of academic skills, a broad scientific outlook and the development of critical thinking.

Presenting main material

The study of ancient languages in modern conditions calls for the implementation of new approaches to the organization of the activities of the educational environment subjects, where the strategic goal is to determine such conditions that contribute to the formation of skills and ways of implementing educational activities in the process of mastering professional knowledge. Mastering an ancient language is a long and time-consuming process, in which learning should be considered as an independent structural and functional option for managing the process of forming the student's individual and personal experience.

The integration of information and communication technologies in the teaching of ancient languages often leads to the rethinking of cognitive processes and learning strategies. Today, there are many models of learning at the intersection of cognitive sciences, psychology and pedagogical sciences.

In a number of scientific studies, in which linguistic and didactic problems are raised on this issue, it is noted that the didactic heritage of Greco-Roman antiquity deserves increased attention and re-reading not only by specialists in antiquity, but also by experts and practitioners in the field of other disciplines. In particular, it is noted that Latin through Antiquity creates models for understanding the world today, provides special knowledge: literary, philosophical and historical, which help to better understand the trends of modern life (Francesca Dell'Oro, 2020).

The use of innovative principles in the teaching of ancient ones contributes not only to the effective and harmonious process of their assimilation, but also creates a basis for assimilation of knowledge from other disciplines, activates the development of creative thinking and forms a scientific outlook. Learning ancient languages, on the one hand, requires the presence of special abilities, on the other hand, the learning process itself develops these abilities. Their core is thinking, analytical analysis, perception and memory. When learning ancient languages, one not only trains various methods of memorization – voluntary and involuntary, mechanical and logical, direct and indirect (through reference signals), etc., but also develops cognitive abilities and emotional intelligence. The methods and techniques used in the educational process involve the wide use of various materials. Among the various principles of the synergistic approach in teaching the Latin language, the following can be noted.

The Latin language has its own unique graphic system with a peculiar punctuation system. Combining visual and verbal elements will allow students to make fuller use of the graphic aspect of language. Visual materials will help students better perceive and remember information. The use of illustrations that visually represent words, concepts or phrases in Latin, a schematic representation of grammatical constructions, a graphic representation of words or historical maps that show the location of historical events related to the Roman Empire, that is, anything that activates the perception of both theoretical and practical material. The use of color codes or visual markings helps to remember and distinguish different morphological or syntactic structures. Working with the text, which is presented in various graphic versions, activates the student's cognitive skills and creative potential. For example, the text can be presented in several versions: – epigraphic text – without punctuation marks between Latin words, – Latin text with a space between words, – Latin text and an identical text reproduced in several modern Roman languages (provided that students study one of them), – the Latin text and the identical English-language text. Such work with the text should encourage students to creative translation, motivate learning, interest and to some extent entertain, since the text with which they have to work is either difficult to read (epigraphic document; variant without punctuation marks and without separation between Latin words), or unclear (Latin text and texts reproduced in Roman languages (provided that one of the Roman languages is studied), or Latin text and a similar text reproduced in English. Such work with the text involves the active participation of each student by engaging in collective work, the activation of individual knowledge and skills, the creation of an interesting game with the aim of revealing the content of the proposed text. In the version with an epigraphic text, the hypotheses of the first reading are based on the Latin text, in other versions, the hypotheses regarding the content of the Latin text are based on a comparative or contrastive analysis and are based on knowledge of the vocabulary of Roman language being studied or on the knowledge of the vocabulary of the English language. This format implements an interdisciplinary approach that will interest and motivate students to study, as it reproduces the character of the integrating Latin into the modern language space and presents it as a practically "living" language. The integrated study of languages (mastering vocabulary and grammatical material) establishes connections not only between Roman languages and Latin, but also between Germanic languages and highlights the fact that the study of ancient languages contributes to faster, effective and efficient learning of modern European languages and vice versa. For example, when studying the system of numerals in the structure of French, Italian, Spanish or Romanian languages, it is advisable to rely on the material of the Latin language and vice versa.

2. Forecasting, construction of the basis of possible multi-vector positive changes, which are laid down in the process of assimilation of new knowledge.

Since the core of management at the modern stage is a person, there is an urgent need to understand their needs, desires, interests, that is, everything that is directly related to the socio-cultural context of their existence and is determined by the creative component of their activity. "Creative artistic beginning" reproduces the "communicative function of chaos", which allows receiving and perceiving information from a holistic source, synchronizing and harmonizing systems in accordance with the laws of the macrocosm (Dewey J., 2012). Therefore, it is quite obvious that the interdisciplinary approach in the humanities is implemented by the principles of synergetics (Dombrovan I., 2016:154-160), among which nonlinearity, order, chaos, fluctuation, self-organization of complex systems, etc. are distinguished. This is how the interdisciplinary approach in teaching Latin is demonstrated on the Strasbourg academic website: http://www.ac-strasbourg.fr. File is titled "From Stone to Keyboard: Epigraphy via Computers (*De la pierre au clavier: l'épigraphie via l'informatiqu*e)»". The website gives a presentation of the Res gestae document (pdf), a slide show and a commentary. The file "From Stone to Keyboard: Epigraphy via Computers" allows you to work with materials on various topics: – the principate of Augustus and/or figures of emperors; – architecture as a means of propaganda (especially in relation to art history) with an emphasis on the Ara Pacis.

Working with the text (reading and translating a Latin text with translations in several languages) can also be considered as a transdisciplinary study in learning Latin. Since the above file does not contain references to the wide palette of Ara Pacis iconography necessary for a full understanding of the text of Augustus, mastering this aspect can be proposed as an independent study, the results of which are presented for collective discussion.

3.Contextual learning. Contextual learning is an important component in the process of learning Latin, as it allows students to understand the language in relation to its socio-cultural and historical context. Contextualization in the study of Latin involves the activation of the historical context associated with the artifacts of the ancient world. This helps students better navigate not only in the cultural context of antiquity, but also to understand the macro context of European civilization. Active interaction between all participants of the educational process in the learning of ancient languages involves the use of various interactive methods, which contributes to the active participation of students in the educational process and the exchange of language skills.

4.Language modeling is related to the use of samples and examples of the linguistic use of ancient expressions, catchphrases and maxims. Language modeling helps to master the grammar, vocabulary and structure of ancient languages.

5.The emotional component is realized in the use of methods that activate the emotional sphere. For example, the use of music, multimedia, interesting stories, helps to improve motivation and involvement in language learning. Associations with sounds and rhythm emphasize the sound and rhythmic features of the Latin language. For example, when studying verse poetry, modern song variations of ancient samples can be involved. For example, the performance of Catullus' famous poem De la pierre au clavier: l'épigraphie via l'informatique» *Vivamus mea lesbia atque amemus*, which is accompanied by music and is presented on the website https://www.youtube.com/watch?v=w1K0xqxl7Bo.

Since Latin is not a language of oral communication (although it cannot be called dead), the attitude towards it is special due to the uncertainty of its status (Leonhardt, 2010). This feature of it requires a more thoughtful and careful attitude to this discipline. Latin is interdisciplinary in nature, its teaching is determined by a transversal approach due to the simultaneous mobilization of several disciplines: language, literature, history, philosophy, etc. Thus, the knowledge and skills developed in Latin can be transferred to other disciplines.

Mastering Latin along with other foreign languages contributes to the development of a wide range of skills and competencies**.** The development of verbal thinking in the process of studying ancient languages leads to a deeper understanding of the basic processes in the field of morphology and syntax not only in the language being studied (for example, Latin or ancient Greek), but also in modern European languages (Roman and Germanic), as well as Slavic.

The study of Latin creates a broad base for the formation of the fundamentals of general linguistic knowledge, allows a deeper understanding of the issues of linguistic theory, better mastering both the native language and several Roman languages at the same time due to a more thorough knowledge of vocabulary, syntax and morphology. Examining language phenomena, students master the techniques of analytical thinking. Thus, by dividing long periods and certain grammatical constructions into parts, synthetically integrating elements into a single whole, in the process of hermeneutical analysis of the ancient text, the intellectual functions of analysis and synthesis are developed. The use of various sources of information (teaching manuals, dictionaries, reference books, audio and video equipment, computer equipment) allows you to master a wide range of means of obtaining information, which increases the culture of intellectual activity. In addition, the study of ancient languages forms the basis of scientific knowledge of the world, introduces students to the customs and culture of European countries. By comparing the traditions of the ancient world and the traditions of European countries, which were formed under the influence of the traditions of antiquity, with the traditions of their people, students penetrate deeper into the culture and history of their country, and without knowledge of their history, as you know, it is impossible to move forward. Working on maxims and catchphrases, students reflect not only on their content, but also on their form.

Latin in the newest format of its teaching becomes the basis for the formation of not only linguistic, but also mathematical competences and skills in the field of technical sciences (Béatrice Bakhouche et Eugénie Duthoit, 2013). Gaffiot, F., the author of the famous dictionary *Pour faire la version latine* considers Latin as a mathematical skill, noting that Latin should be studied as a means of intellectual training, as a discipline for the development of primarily analytical and logical thinking, since the methods involved in the interpretation of linguistic aspects, characteristic of this language (Latin is a synthetic language with a complex syntax system), are similar to mathematical ones: analysis and synthesis, logical deduction (Gaffiot, F, 1917).

When studying ancient languages, different methods of memorization are trained – voluntary and involuntary, mechanical and logical, direct and indirect (through reference signals). Among the most effective methods is the method of logical memorization, which involves the use of special methods of understanding the material, which, along with other methods used in the educational process, forms the logic of thinking, which is manifested in the sequence of the presentation, the informativeness and completeness of the statement, its situational conditioning, and arguments.

Digital competence. Teaching Latin in the post-information society requires new technologies: effective use of digital resources, technologies and tools. Digital competence is one of the basic ones. Learning an ancient language is a long and time-consuming process, in which learning should be considered as an independent structural and functional option for managing the process of forming the student's individual and personal experience. With this approach, the student organizes the process of learning the material in the mode and at the pace that is most effective for him (saving information, selecting information, creating texts and documents individually or in groups). One of the means of popularizing ancient languages is the Internet. Thus, in 1992, Yale University created the internet project Perseus http://www.perseus.tufts.edu/hopper/. Perseus offers the original texts (both Latin and Greek), accompanied by numerous translations into modern languages, and linked together by hypertext links. The Bibliotheca Classica Selecta sites http://bcs.fltr.ucl.ac.be/Bib.html, the Folio electronica classica electronic journal http://bcs.fltr.ucl.ac.be/fe/default.htm, Itinera electronica http://agoraclass.fltr.ucl.ac.be/concordances /, intro.htm Hodoi Elektronikai, http://mercure.fltr.ucl.ac.be/hodoi/, are all featuring texts by Roman and Greek authors, as well as tools for analyzing and interpreting these texts: translation, text dictionary, grammar notes, etc. In recent years, the use of new technologies for classical studies has become the subject of a separate research discipline. Digital classics, as a new field in the structure of humanities, is actively developing not only in European countries, but also outside its borders. (Francesca Dell'Oro, 2020).

Learning ancient languages, on the one hand, requires the presence of special abilities, on the other hand, the learning process itself develops these abilities. Their core is thinking, analytical analysis, perception and memory, as mentioned above.

Latin can rightfully be called the language of international culture: it creates a favorable basis for comparing all modern European cultures; encourages the study of the fundamental texts that have nourished and continue to nourish culture and art not only in Europe, but throughout the world.

Conclusions and perspectives for further research. The principle of cognitive conflict, which is used in the teaching of ancient languages, prompts the student to reorganize their knowledge and ideas, to a deeper assimilation of the material, which seems to be more effective than the traditional method. The constructivist approach in today's innovative pedagogical activity makes the educational process harmonious and productive.

Latin, as a language that combines elements of analytical and synthetic languages, as a language that clearly obeys and at the same time does not obey the basic rules of logical syntax (due to the existence of Latina vulgaris), which describe modern European languages, is the basis of the formation of the so-called hypertext type of thinking, which determines the development of a modern person's existence, a person of a post-formation society. In addition, the study of Latin allows a better understanding of the modern world: to compare modern types of human society with the societies of the ancient world, thanks to which it contributes to the understanding of the fundamentals of economics, law, religion, political and social life. Modern Europe is both similar to the Roman world and different from it. Latin helps to better understand the essence of the modern world, its contradictions and prospects for development, to free oneself from the burden of everydayness and immediacy, to form critical thinking and tolerance by creating a wide range of universal and special knowledge about different types of societies and religions. In the process of studying ancient languages, the skills of "knowing and understanding" are developed, the skills of painstaking and patient research of linguistic realities, which allows you to trace the history of mankind development without prejudice and false beliefs imposed by society.

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