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EDUCATIONAL STRATEGIES IN TEACHING LATIN: MODERNIZATION OF THE EDUCATIONAL PROCESS

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In the modern Ukrainian educational space, during the period of the pandemic and martial law, a decline in students' motivation to study in higher education institutions (HEIs) is evident. This is reflected, on the one hand, in lower academic performance and, on the other hand, in greater student demands on teachers. Thus, weakened motivation or its complete absence negatively affects any activity of higher education students, prompting the search for various motivational techniques for learning classical languages, particularly Latin, including both active and interactive, and even innovative methods.

In medical HEIs, an important factor in forming «students' motivation to study Latin is the professional orientation of the subject» [2]. Latin serves as a foundation (one of the main professional components) that «introduces students to the medical profession and forms the professional language of medical specialists» [2]. Knowledge of professional medical Latin vocabulary and terminology facilitates the study of specialized subjects and is a marker of education and erudition for future doctors.

A considerable number of studies are devoted to teaching Latin and finding motivation for its study in various educational institutions. However, as educational and professional programs change and requirements for improving teaching methods grow (e.g., online education, distance or blended learning using computer technologies), and insurmountable circumstances arise (quarantine, martial law), it becomes necessary to seek new ways to improve Latin language teaching.

Unfortunately, in Ukraine today, for many medical students, Latin remains a secondary subject that simply needs to be passed [3]. The lack of real examples of Latin usage in clinical practice (for example, for first-year students, such practice is not yet relevant) and its connection with other disciplines (apart from anatomy and histology) leads to superficial knowledge acquisition. Many (not only students but also some scholars) see no sense in teaching and using Latin, believing that English is the most modern and important language. In contemporary medicine, English is becoming the primary language for international communication, internships, scientific publications, and professional activities. This results in reduced student motivation to study Latin, as they prioritize English-language terms, which they consider more relevant to their future professional practice [4]. Thus, the pressing issue arises – the overwhelming influence of the English language on specialized terminology. Its constant use in scientific literature (medical textbooks, atlases, journals, etc.), the Internet, and even in the distribution of biologically active supplements with English-language names [3] significantly affects anatomical-histological and clinical nomenclature, as well as pharmaceutical terminology. English is gradually replacing Latin, striving to become the international meta-language of pharmacy and medicine.

All this necessitates finding ways to overcome the biased and negative attitude towards Latin and improving its teaching conditions not only in HEIs but also by establishing Latin studies primarily in specialized high schools and lyceums. Another factor for improving the learning of Latin is expanding the Latin course over several semesters in medical HEIs, which would enable students to better assimilate the material and apply it in their professional activities. The alphabet, phonetics, morphological, word-formation, syntactic, and lexical resources of the Latin language continue to actively function today as a supranational symbolic system in various sciences and fields of knowledge. Thus, a student who has not mastered the basics of Latin phonetics, grammar, and terminology will not only

be unable to effectively use international Latin nomenclature in practice but will also lose access to a significant portion of information embedded in Latin names.

Another foundation for motivating students to learn Latin is the creation of adapted modern textbooks incorporating digital technologies and updating curricula in line with international standards. N. Derevyanchenko emphasizes that «the introduction of information technologies alongside traditional teaching methods is an effective tool in the educational process since the use of audiovisual multimedia aids deepens interest in learning» [2]. Thus, the introduction of interactive lessons, possibly virtual laboratories for studying anatomical-histological terms, or electronic prescription writing in Latin while studying pharmaceutical terminology will contribute to more effective learning. This will enhance the implementation of interdisciplinary connections and cooperation between departments teaching Latin, pharmacology (anatomy, histology), and informatics. Visual aids (such as video content as a modern tool for student motivation) help address tasks such as encouragement, mobilization of student activity, increased chances of spontaneous memorization of material, expansion of acquired knowledge, and its systematization.

Interactive methods have a specific, predictable goal – to create comfortable learning conditions in which each student feels successful and intellectually capable. Students learn to work in groups, independently search for answers, argue their positions, and defend their views. These requirements are met by case-based methods. The modern era demands a restructuring of approaches to organizing student learning, as contemporary education, whether online or offline, increasingly recommends the wider implementation of active, student-centered teaching strategies such as *Team-Based Learning*, *Problem-Based Learning*, and *Case-Based Learning*.

In Latin classes, when studying anatomical-histological, pharmaceutical, and clinical terminology, students develop and implement communication competence – the ability to work in groups. Thus, *Team-Based Learning* is proposed as an effective case-method. Brainstorming is an effective learning technique, for example, students may be asked to write a prescription within a given pharmaceutical task. This type of exercise can also be applied as a case-method (*Team-Based Learning*), which stimulates students' critical thinking and analytical skills and can be used when covering topics such as «The Structure of a Prescription» and «Rules for Constructing the Latin Part of a Prescription» [1, p. 23]. Through active participation guided by the instructor, students acquire the necessary knowledge, skills, and abilities for their professional activities and develop creative abilities.

Latin remains an essential element of medical education; however, its teaching must be adapted to modern high standards (basic study in specialized secondary schools, increased practical hours for mastering medical terminology in HEIs, provision of modern textbooks, equipment, etc.), as well as to the conditions of

teaching during martial law (since motivation to learn Latin significantly decreases during air raid alerts). Only through a comprehensive approach to reforming Latin teaching can its effective mastery and application in students' future professional activities be ensured.

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ПРЕДМЕТНО-МЕТОДИЧНА КОМПЕТЕНТНІСТЬ ЯК ОСНОВА ЕФЕКТИВНОГО ВИКЛАДАННЯ В УМОВАХ НУШ

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Нова українська школа (реформа загальної середньої освіти, започаткована у 2016–2018 рр.) суттєво вплинула на вимоги до компетентностей учителів. Концепція НУШ визначила 9 ключових напрямів змін, серед яких – перехід до компетентнісно орієнтованого змісту освіти, дитиноцентризм та педагогіка партнерства [2]. Для вчителя це