



**Formation Of Students' Basic Linguistic Competence In Teaching The Latin
Language**

Revista Publicando, 4 No 13. No. 1. 2017, 316-322. ISSN 1390-9304

Formation of student's basic linguistic competence in teaching the Latin Language

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ABSTRACT

The general education status of Latin taught in higher educational institutions is discussed in this article; the role of Latin in the formation of the students' basic linguistic competence, which strengthens the forming potential of each linguistic discipline including the block of basic linguistic preparation, is analyzed. The authors reveal a professional orientation of the course of Latin, a basis of forming basic linguistic competence. The authors' researches about an effective way of its formation are of special interest. In article traditional methods of studying the Latin language and the results of the experimental study on Techno R technology which is developed at the Department of Romance philology at Leo Tolstoy Institute of Philology and Intercultural Communication of the Kazan Federal University are described. The Techno R technology, which methodological basis consists of the theory of transfer, the theory of intellectual actions of P. Y. Galperin, the theory of methods of informative practical activities, according to the authors, is the effective instrument of forming basic linguistic competence of students. The results received during the experimental study were subjected to statistical processing by Student's T-criterion. The received value is > 2 which testifies to the efficiency of Techno R technology. The experimental studies were conducted on the basis of assimilation of the Latin grammar. Now the experimental study on the basis of word formation is being prepared.

Key words: Latin, linguistic competence, knowledge, skills, experiment, technology, methods.



1. INTRODUCTION

Latin as a general education subject occupies a worthy niche in the educational system of foreign languages acquisition. Influence of Latin helps to understand the history of development and structure of French, English, German, Spanish, Italian and other languages (Ostler, 2009 ; Charles ,2010). Scientific studies of linguists and classic philologists cover a wide range of problems of Latin linguistics - phonology, morphology, syntax, semantics, pragmatics, the structure of the text (Pinkster Harm, 1983; Pinkster Harm, 1990; Pinkster Harm, 2005). Materials of the international colloquiums on Latin linguistics also testify to it (Zheltova,2016).

The purpose of this article is pedagogical, i.e. is to show a professional orientation of the course of Latin and effective ways of its assimilation. Development of basic linguistic competence of students serves as the integrating moment for the language disciplines included into the block of basic linguistic preparation. While teaching Latin the algorithm of the linguistic system analysis is established, which mastering continues further in parallel when the studying of all the language disciplines, strengthening the educational potential of each discipline at the same time. We wrote about the improvement of educational quality (Antonova et al, 2016) earlier.

The main objective of teaching Latin at competency-based approach is not only assimilation of the Latin grammatical system, a minimum vocabulary, but the formation of the basic linguistic competence, which is carried out on a basis of:

- the formation of the system approach to the development of language, understanding of system bases of a static condition of language and structure of the native language;
- mastering conceptual framework and method of the system analysis of phonetic, morphological, syntactic, lexical levels of language;
- understanding the role of classic languages in forming the modern languages;
- replenishments of the cognitive thesaurus with the concepts of ancient art.

Effective ways of its realization are necessary for performance of an objective. Let us make a short digression to a technique of teaching Latin at the present stage of high school education. The most widespread is the method of introduction of grammar rules, "grammar-first method" which causes,



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first of all, a representation of the grammatical forms in the strict sequence. This method provides the introduction of the basic word stock limited in volume for the subsequent translation of texts. The other method used in training Latin represents a combination of grammar and the translation, i.e. "grammar-translation". He assumes an input of grammatical forms on the basis of the text which contains different parts of speech (nouns, adjectives, verbs, pretexts, etc.). It is not recommended, when using this method throughout several occupations, to concentrate on studying of one part of speech. The basic word stock is studied also on the basis of the text. Syntactic designs are entered in parallel with grammatical forms.

Also the method of contextual immersion developed by the Danish linguist Hans Orberg (Hans H.Orberg,2006) is known. He assumes full immersion in the meaning of the text by means of dictionary work and the subsequent studying of grammar.

We believe that for forming linguistic competence of students it is necessary to look for new ways of studying Latin. It is known that the concept "method" is basic in teaching (Franc Morandi,1997). However, it is necessary to reckon that in modern educational space much attention is paid to the technologies of training constructed on certain philosophical, psychological and didactic bases. We, at Leo Tolstoy Institute of philology and intercultural communication of the Kazan (Volga region) Federal University develop the Techno R technology of teaching foreign languages, directed to forming communicative competence of trainees.

2. METHODS

The Techno R technology is constructed on humanistic philosophy, the theory of transfer and the theory of intellectual actions of P.Y.Galperin are used as a psychological basis, methods of informative practical activities are represented as the didactic basis (Vasilyeva,2016). The abbreviation Techno R designates the following: techno stands for technology; P is for the result, i.e. the way leading to result. Techno R consists of eight blocks called according to the skills and abilities included into the structure of communicative competence at the language and speech levels. The language block is represented by grammatical, lexical, phonetic and spelling skills, the speech block includes abilities of speaking (production orale), audition (compréhension orale), reading (compréhension écrite) and writing (production écrite).



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We used Techno R technology in teaching Latin to form language competence of students in the grammar categories. We conducted experimental studies on the basis of studying of verbs, nouns and adjectives with the subsequent statistical processing of experimentally obtained data. It should be noted that the Techno R technology is constructed on the following principles: *transferring* of knowledge, skills and abilities, ways of intellectual actions, *generality* of educational tasks, *stage-by-stage forming* language and speech competencies. We created the experimental group where the test of knowledge and skills was carried out before the experimental training and after it. The main experiment including the following operational structure of technology was made after the trial experiment:

- the educational task (to learn to define type of conjugation of a verb) was offered to the students;
- the following stage was studying of an approximate basis of language actions, the short generalized material was presented in the form of summary tables with comments;
- on the basis of the set reference points students performed practical tasks on the definition of the conjugation type of verbs and carried out the conjugation of verbs of four types;
- the determination of the level of language competence was carried out after the control actions of the correctness of the performed work. Each student himself estimated the level of the linguistic competence in the following formulation: "I can distinguish this grammatical phenomenon, learn it in the Latin text, defining such categories as a case and number of nouns, the person and number of verbs".

The experiment included not only separate parts of speech on the basis of generalizations, but also phrases a noun + an adjective, grammatical analysis of offers with the definition of the person and number of verbs, a case and number of nouns. The first test of grammatical skills was made prior to an experiment, the second after the training in Techno R technology. Let us note that experiments were made repeatedly and comparison of the received results allowed considering effective training in Techno R technology. Mathematical processing of experimentally obtained data was carried out by Student's T-criterion. It is known that the mathematical statistics operates only with digital indicators and does not accept verbal descriptions therefore quality of a training material was expressed through the quantity of the mistakes made by students when performing educational tasks.



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We received value $t > 3$, i.e. $t=3,7$; $t=3,8$; $t=3,87$. It is known that if the T-criterion is more than 2, then calculated value is admitted to be significant.

3. RESULTS

For effective formation of the basic linguistic competence of students on Techno R technology the algorithm of the system analysis of the language phenomena on the basis of generalizations of linguistic material is established, there is a mastering method of the system analysis at the morphological level. The comparative analysis of results before and after an experiment demonstrated positive results of training in Techno R technology, statistically significant that allows considering Techno R technology to be effective in formation of the basic linguistic competence. Let us note that our studies were conducted on the grammatical category. Now experimental material on the lexical category is being prepared.

4. DISCUSSIONS

We made an attempt to offer an effective way of forming linguistic competence of students during Latin acquisition. There is a question of the status of the Techno R technology in which it can be recommended in professional teaching of Latin whether it can replace the existing for centuries training methods. In training the living languages (English, French, German, Spanish, Italian and the others) grammatical-translation and textual-translation methods became completely obsolete though existed for centuries from the moment of emergence of the school. There is a definite answer for the question "why?" They ceased to correspond to the new social order of society for training people in a foreign language for cross-cultural communication purposes. There were new methods and technologies of practical acquisition of a foreign language. *The word* as the main unit of training was replaced with *a speech sample* not without the influence of violently developing theories of structuralism. The technique of teaching foreign languages acquired the independent status of pedagogical science. Without relating to living languages, Latin kept general education value and methods which are used now, not completely solve modern problems of a professional orientation of training and competency-based approach. Let us note that the technology offered by us has remedial character and can be applied in total with traditional methods, without substituting them. Students gain linguistic competence on the basis of the generalization of educational tasks and transfer knowledge and skills in new educational situations on Latin grammar. As it was noted, experimental



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material on training in the lexicon is developed now. The prospects of experimental study are also observed in that the technology of forming independence of students at the different levels (copying, reproductive and creative, constructive and creative) of the assimilation of Latin is not developed. We are convinced that only experimental check of the offered ideas with the application of mathematical statistics can show a validity of results or its absence.

5. RESULTS

1. Modern studies in the field of Latin are devoted, generally to problems of Latin linguistics - phonology, morphology, syntax, semantics, pragmatics, the structure of the text. There is a need of development of didactic aspect of teaching Latin for forming linguistic competence of students.
2. The Techno R technology developed at Leo Tolstoy Institute of philology and intercultural communication of the Kazan (Volga region) Federal University underwent experimental study as the instrument of forming linguistic competence of students.
3. Results of statistical processing of experimentally obtained data on Student's T-criterion showed value of T-criterion > 2 that admits statistically significant result and proves efficiency of Techno R technology in teaching Latin in the field of grammar. The following block of Techno R technology in the field of lexicon is developed.

6. ACKNOWLEDGEMENTS.

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University

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