

**THEORY AND METHODS OF TEACHING.
ТЕОРІЯ І МЕТОДИКА НАВЧАННЯ**

УДК 811.124'02

[http://doi.org/10.31548/philolog13\(3\).2022.009](http://doi.org/10.31548/philolog13(3).2022.009)

**LATIN FOR BACHELORS IN WATER BIORESOURCES AND AQUACULTURE:
A LINGUODIDACTIC ASPECT
ЛАТИНСЬКА МОВА ДЛЯ БАКАЛАВРІВ З ВОДНИХ БІОРЕСУРСІВ
ТА АКВАКУЛЬТУРИ: ЛІНГВОДИДАКТИЧНИЙ АСПЕКТ**

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Abstract. *Today's society needs qualified specialists in aquaculture who are proficient not only in the native language but also in international professional one, are familiar with the scientific conceptual terminology apparatus of modern European languages. The purpose of the article is to study ways to implement professional linguodidactic key concepts and principles in teaching and learning Latin on the example of the educational program "Water bioresources and aquaculture" which led to the choice of such research methods: analysis of scientific literature to study state of the problem, synthesis and generalization. The study found that, Latin is the integral component of bachelors training, but can hardly be considered on an equal basis with any other LSP: teaching and learning living languages are aimed at forming students' foreign language professional communicative competence, but in case of Latin focus on the formation of professional terminological competence. Therefore, it can be considered in the context of professional linguodidactics, key concepts and principles of which (interdisciplinary integration, internationalization, selectivity) can be implemented in the educational process. In the reviewed program, the component "Latin" reveals intersubject connections with most disciplines both general and special training cycles, that as a whole assumes interconnection, interdependence and complementarity of intersubject information and ways of learning. So learning professionally oriented Latin is a holistic, complex and integrative process of development specialist's linguistic personality. That is why it can be of scientific interest not only in the framework of methodology, but also very promising in linguodidactic, terminological, cognitive and other aspects for further research.*

Keywords: *professional linguodidactics, Latin, integrativity, selectivity, aquaculture.*

Introduction. Current trends of integration of European education and research area actualize the need of today's society in highly qualified competitive specialists who are proficient not only in the native language but also in international professional language, are familiar with the scientific conceptual terminology apparatus of modern European languages.

Professional linguodidactics is a relatively new science that studies the development of the methodology of profession-oriented foreign language teaching and learning aimed at building foreign language professional communicative

competence [8].

According to A. Krupchenko, professional linguodidactics studies strategies for building the specialist's professional competence in the process of foreign language teaching. Scientists state, that professional linguodidactics based on "4-I-Concept": Interdisciplinary integration of language and specialism, Internationalization, Interaction and Identity [16]. To the basic specific principles of professional linguodidactics scientists include the following: selectivity, foreign language professionalization, advanced foreign language specialization and international

harmonization. A professional linguodidactics stems from the approach of Language for specific purpose. Nonetheless, Latin as a dead language could not be considered on an equal basis with any other living languages for specific purposes which are functional types of modern developed national languages. But issues related to the possibility of applying basic ideas and principles of professional linguodidactics to the teaching and learning Latin remain relevant at the present stage.

Analysis of recent researches and publications. Krupchenko & Kuznetsov undertook comparative analysis English for Specific Purposes, Content-and-Language Integrated Learning and professional linguodidactics on their objectives, characteristics, methodology, assessment and came to the conclusion that professional linguodidactics originated from first one (LSP) but has much in common with the second one (CLIL) [16].

Today, the LSP methodology has greatly progressed, expanded the subject of research, and is considered not only as an approach to teaching and learning of foreign language, but also as a branch of applied linguistics. In the context of this study, which also deals with terminological aspect, Chaika, Savytska & Sharmanova works should be mentioned, where it is proposed “to view languages for specific purposes (LSP) as terminologies that make part of a terminology system along their elements, i.e. terms and term clusters, and their relationships, affected by the system, on the one hand, and on the other, as one that drives such changes in the system” [10].

As is well known, that most of the term systems are based on the Latin and Greek. Some efforts to analyze the methodology of professional linguodidactics applied to Latin teaching and learning by students of various specialties are made by Artimová & Švanda [6], Beliaeva [1], Lazer-Pankiv & Pysmenna [17], Vorona & Kolodnytska [19] – for medicals, Shynkaruk [3-4] – for lawyers and humanitarians, Balalaieva [8-9] – for agrobiologists and veterinarians.

And although the scientific interest in studying methods of teaching classical languages is quite large [11-12; 18], as noted by Adema, empirical research on learning and instruction Latin “is still scarce” [5]. In

particular, scientists do not pay enough attention to the methodology of teaching Latin for future specialists in aquatic bioresources and aquaculture, which involves the study of the biological terminological system as a whole and individual terminological systems (zoological, ichthyologic, botanical, anatomical, physiological, etc.).

The **purpose** of the article is to study ways to implement professional linguodidactic key concepts and specific principles in the process of teaching and learning Latin on the example of educational and professional program “Water bioresources and aquaculture”.

Materials and methods of research. Conceptual apparatus of professional linguodidactic and the material of educational and professional program (EPP) “Water bioresources and aquaculture” of the first Bachelor’s level of higher education in Specialty “Water bioresources and aquaculture”, Field of knowledge “Agricultural science and food” (National University of life and environmental sciences of Ukraine, Kiev, 2021-22 academic year) are used in the study.

The purpose and general focus of the paper led to the choice a complex of research methods: analysis of scientific literature to study the state of the problem, synthesis and generalization.

Results of the research and their discussion. The discipline “Latin” is an integral part of the training of technologists of aquaculture production. As stated in the concept of training in the EPP “Water bioresources and aquaculture”: “Development of new and improved fish breeding technologies in natural conditions and in industrial farms require theoretical knowledge about potency of the species, their physiological and biochemical characteristics, processes of acclimatization and adaptation hydrocole undergo under impact of changing, aquatic environment, intensification of fish farming through the use of bio-active substances with the purpose of enhancing bio- and fish productivity of various ponds, preserving in them biodiversity and harvesting high-quality fish products” [7, p. 113].

So students have to acquire theoretical knowledge in special disciplines that is impossible without learning terminological

base and metalanguage, the key to which is Latin. According to curricula Latin is studied in the second year simultaneously with special disciplines, or precedes them, being instrumental and conceptual basis for them and laying the foundations for further conscious perception of the international biological terminology. The goal is to introduce students to elementary Latin, help them acquire the practical skills in using Latin terminology in educational, scientific and professional activities.

In the EPP “Water Bioresources and Aquaculture” the discipline “Latin” is optional component that reveals intersubject connections with most disciplines both general and special training cycles. In professional linguodidactics the interdisciplinary integration of language and specialism is a one of concept characteristics, and in the broadest sense means interconnection, interdependence and complementarity of interdisciplinary information and ways of learning.

Traditionally, the classification of intersubject connections is based on the one of four elements:

1) objective connections (studying the same object in different academic disciplines and in the professional training);

2) theoretical connections (using the same theory element: principles, rules etc.);

3) methodological or instrumental connections (using the same method of research);

4) activity connections (using the same modes of activity) [2, p.70].

Objective connections are widely represented and can be traced at the level of interaction between Latin and the vast majority of disciplines when students learn Latin biological terminology in various terminological subsystems. So discipline “Latin” interconnect with compulsory components of *General training cycle*:

- “*Ontogeny of fish*”, which studies the peculiarities of spermatogenesis and oogenesis, fertilization, embryonic postembryonic periods of fish of different species and systematic groups and theoretical basis of modern technologies in farm farming;

- “*Zoology*”, focusing on morphology and anatomy of animals, their physiology and ecology, taxonomy and geographic

distribution, location and role animals play in ecosystems and agrocenoses;

and *Special training cycle*:

- “*Hydrobiology*”, examining population of various reservoirs, environmental factors and general patterns of their effect on living organisms; the general laws applicable to life of populations and biomes;

- “*Ichthyology*” – a basic discipline for ichthyologists, fish breeders who study the structure of ichthyoid and fish, their origin and place among chordate animals; some components of fish living environment and their propagation in continental waters and oceans;

- “*Fish genetics*” – a scientific basis for selection and breeding of plants, animals, fish, and microorganisms;

- “*Fishing*” aimed at educating skilled professionals whose work is related the protection, cultivation and use of aquatic facilities;

- “*Ichthyopathology*”, which studies fish diseases of different nature; factors contributing to their occurrence; general pathology; epizootiology, parasitology and host defense mechanisms in fish; modern diagnostic techniques; basic veterinary and sanitary measures that are used in fish farming.;

- “*Biological basis of fish farming*” is meant to foster in students theoretical framework underlying the fish breeding processes considering environmental and biological characteristics of fish facilities, biological acclimatization, artificial reproduction of fish and intensification of fish-breeding;

- “*Aquaculture of natural reservoirs*”, which provides knowledge about technological requirements that apply to mixed-use reservoirs for fishery purposes, to methods of building ichthyofauna and fish breeding biotechnology in these reservoirs;

- “*Aquaculture of artificial reservoirs*” examining the organizational structure of pond and industrial fish farms, biological basis of comprehensive intensification in aquaculture designed to increase biological productivity and fish productivity of reservoirs; technologies of cultivation facilities [7].

In the *Block 1 (Optional components)*, the “Latin” associated with such subjects:

- “*Aquatic microbiology*”, examining the role microorganisms play in enhancing water

quality of ponds and integrated industrial fish farms;

- *“Physiology and Biochemistry of fish”*, which studies specifics of functional activity of all body systems in different fish species at cellular, sub-cellular, tissue, member and body levels, which allows assessing the physiological status of fish under normal conditions and exposed to natural and anthropogenic factors;

- *“Aquarium study”*, which promotes the study of water as a living habitat of biological objects;

in the *Block 2 (Optional components)*:

- *“Hydrobotanics”*, which allows students to get acquainted with patterns of plants and vegetation as an essential bioenergy component of biosphere;

- *“Physiology of fish”*, which studies specifics of functional activity of all body systems in different fish species at cellular, sub-cellular, tissue, member and body levels, which allows assessing the physiological status of fish under normal conditions and exposed to natural and anthropogenic factors;

- *“Acclimatization of hydrobionts”* to train future professionals clearly identify the need for acclimatization work on certain types of aquatic organisms [7].

Theoretical connections can be established in study of general and specific linguistic rules (the results of the development of phonetic, morphological, lexical features are represented in modern European languages). At the same time students get acquainted (in a very general terms) with theoretical bases of terminology science, terminography, principles and ways of terminological systems formation, a hierarchical structure of terminological system, which is realized in different linguistic forms. At this level Latin is integrated with *“Ukrainian for professional purposes”* and *“Foreign languages”*.

Methodological connections are implemented while using the comparative method in studying Latin and other foreign languages. According to Yasakova, Kharchenko & Shynkaruk, the study of language, reflecting universal and ethno-specific ways of categorizing and conceptualizing the world, is one of the most effective ways of studying cultural phenomena [20].

In the view of many scientists the Latin is universal cultural code. Korolova et al. state, that “introduction of interdisciplinarity along with traditional educational approaches will allow as much as possible to bring Latin to the realities of the present, to find points of contact with new languages, to understand its place and role in the modern world. <...> Knowledge of Latin contributes to the formation of sociocultural background knowledge, the expansion of linguistic outlook, including in the realm of the mother tongue. It provides professional terminological literacy for specialists in various industries, increases the cultural level, as well as it helps to join the world cultural values” [15, p. 288].

Belyaeva considers learning Latin content in the professional field as a three-component structure formed by language, linguoprofessional and culturolingal knowledge and skills. Relationship between language and culture combines learning Latin with such Compulsory components EPP “Water Bioresources and Aquaculture” on the recommendation of the Academic council of the University as “Ethnoculturology” and “Philosophy”. As a result, students gain insight into harmonious relationship of ancient and modern world cultures, the influence of ancient science on the development of new European knowledge systems. It provides an understanding the rules of many modern social and cultural phenomena.

Activity connections are represented at the level of common techniques. Although Latin has not been taught in school, students have the skills of reading and translation the foreign texts, can work with dictionaries, online language learning resources, etc. [8].

Interdisciplinary integration is closely related to the principle of foreign-language profiling, which defines the content of professionally-oriented foreign languages study as an integral, complex and at the same time integrative process of formation the specialist’s linguistic personality who has a professional foreign-language communicative competence. Formation of this competence takes place in the integration of linguistic and communicative skills with professional ones based on interpenetration, complementarity and interdependence of intersubjective information and ways of its learning, that embrace interdisciplinarity and interactivity.

The principle of selectivity “permeates” the system of teaching language for specific purposes. It means, that learning a foreign language takes place not in general, but selectively, based on the communicative needs of the profession and specialist’s personality. Latin as a dead language, has some limitations in the formation of linguistic competence at the level of reading and writing, knowledge orthoepic, spelling, grammatical norms, basic linguistic laws and rules for terms composition [9].

After introductory phonetics lesson students should know the names and spelling of the Latin letters, the rules for pronunciation of vowels, diphthongs, consonants, letter combinations; be able to recreate the Latin alphabet in the correct sequence, designate the sounds in Latin letters, read Latin words. These abilities should be developed into the skills of normative reading of Latin terms.

Students are encouraged to use selective, functional linguistic material. The Latin course at EPP “Water Bioresources and Aquaculture” has its own specifics, which distinguish it from studying at other EPP. In the subject content, the profile component (studying terminology) is more actualized and dominates the general one (studying the fundamentals of Latin grammar).

The grammatical material is presented in a considerably reduced amount. Students acquire the knowledge and skills necessary for the nomination – the designation of special concepts by terms and scientific names fixed in the international codes of zoological and botanical nomenclature. Some scholars accent on the principal differences between terms and names, but this opposition is not determinative in the educational practice dominated by the functional approach. Scientific names of fishes prevail in lexical minima (terms itself make up not more than 20%).

The grammatical fund of the metalanguage of aquaculture is represented mainly by three parts of speech: nouns, adjectives and participle. Due to the substantive and attributive nature of terminology and nomenclature, the most attention is paid to the grammatical features of Latin nouns and adjectives. But even these parts of speech are not studied in full paradigms.

In binominal specific names the most

productive are such models:

1) substantive + adjective: e.g., *Acipenser stellatus*, *Allosa immaculata*, *Aristichthys nobilis*, *Barbus borysthenicus*, *Carassius auratus*, *Cobitis taurica*, *Coregonus autumnalis*, *Perca fluviatilis*, *Sardinella aurita*, *Scardinius erythrophthalmus*, *Ictiobus niger*, *Ictalurus punctatus*, *Electrophorus electricus*, *Epinephelus coeruleopunctatus*, *Sander marinus*, *Labrus viridis*, *Pseudorasbora parva*, *Neogobius fluviatilis*, *Sabanejewia bulgarica*, etc.;

2) substantive + substantive (Nominativus Singularis): e.g., *Abramis brama*, *Syngnathus acus*, *Chondrostoma nasus*, *Cyprinus carpio*, *Carassius gibelio*, *Cottus gobio*, *Naucrates ductor*, *Leuciscus idus*, *Alosa fallax*, *Rutilus virgo*, *Coregonus maraena*, *Chelidonichthys cuculus*, *Salmo labrax*, *Sander lucioperca*, *Scorpaena porcus*, *Salaria pavo*, *Atractosteus spatula*, *Chelon ramada*, *Trachinus draco*, *Trygon pastinaca*, *Serranus scriba*, etc.;

3) substantive + substantive (Genetivus Singularis/Pluralis): e.g., *Benthophilus magistri*, *Eudontomyzon mariae*, *Leuciscus danilewskii*, *Lampetra planeri*, *Barbus waleckii*, *Romanogobio belingi*, *Gymnocephalus baloni*, *Alburnus leobergi*, *Parablennius zvonimiri*, *Umbra krameri*, *Percocottus glenii*, *Nitzschia sturionis*, *Isabellaria thermopylarum*, *Pempheris smithorum*, *Rhizoprionodon terraenovae*, *Pangasius krempfi*, *Seriola dumerili*, *Xenomystus nigri*, etc.

According to International Code of Zoological Nomenclature, “a species-group name formed from a personal name may be either a noun in the genitive case, or a noun in apposition (in the nominative case), or an adjective or participle. A species-group name, if a noun in the genitive case formed from a personal name that is Latin, or from a modern personal name that is or has been latinized, is to be formed in accordance with the rules of Latin grammar. A species-group name, if a noun in the genitive case formed directly from a modern personal name, is to be formed by adding to the stem of that name *-i* if the personal name is that of a man, *-orum* if of men or of man (men) and woman (women) together, *-ae* if of a woman, and *-arum* if of women; the stem of such a name is determined by the action of the original author when forming the genitive” [14].

A very common occurrence in fish

names species is tautonomy, when specific epithet (tautonym) duplicates the generic names to designate a typical form: e.g., *Alburnus alburnus*, *Anguilla anguilla*, *Ballerus Ballerus*, *Barbus barbus*, *Carassius carassius*, *Conger conger*, *Gobio gobio*, *Lota lota*, *Huso huso*, *Spattus spattus*, *Tinca tinca*, *Vimba vimba*, *Zingel zingel*, etc.

These models are used for names of fish subspecies (taxonomic rank below species, often applied to a geographically-separated population within a species that retains the capability to produce fertile offspring with other populations), but subspecific names are trinomial: e.g., *Squalus acanthias ponticus*, *Rutilus rutilus lacustris*, *Clupea harengus membras*, *Nemacheilus barbatulus toni*, *Osmerus mordax dentex*, *Abramis brama orientalis*, *Coregonus autumnalis migratorius*, *Stenodus leucichthys nelma*, etc.

Therefore, it is compulsory to study only four word forms of nouns and adjectives – nominative and genitive in singular and plural. After studying topics related with a noun, students should know the Latin names of its grammatical categories and dictionary form, features and nominative and genitive case endings of five declensions, types of III declensions nouns, features and case endings of Latinized nouns of Greek origin; be able to write down nouns in dictionary form, determine their declension and stem, translate terms expressed by nouns.

After studying topics related to an adjective, students should know the dictionary form of an adjective and its grammatical categories, nominative and genitive case endings of adjectives, the rules for adjectival agreement with nouns; be able to recognize adjectives and determine their group and declension, make adjectives agree with nouns, decline attributive collocation expressed by nouns and adjectives, translate terms expressed by nouns and adjectives collocations. A complete derivational paradigm of nouns and adjectives is given for supplementary study.

Ichthyologic terms also include participles and numerals. Therefore, students are expected to know ways of forming the present active participles and the past passive participles and be able to recognize the present active participles and the past passive participles, form them from the stems

of verbs, make the participles agree with nouns and decline attributive collocations in the singular and plural, translate terms with participles (*Dactylopterus volitans*, *Labidocera brunescens*, *Perca flavescens*, *Trapa natans*, *Perca flavescens*, *Eigenmannia virescens*, etc.).

After studying the topic of numerals, students should know categories and ranks of numerals, Latin numerals from 1 to 10, ways for forming complex and compound numerals; be able to count in Latin to 10, form complex and compound numerals and recognize both Latin (*uni-*, *bi-*, *tri-*, *quadr-*, *quint-*, *sext-*, *sept-*, *octo-*, *novem-*, *deci-*, etc.) and Greek numeral elements (*mono-*, *di-*, *dicho-*, *tri-*, *tetra-*, *penta-*, *hexa-*, *hepta-*, *octo-*, *ennae-*, *deca-*, etc.) in terms.

During the Latin course, students are introduced to International Code of Nomenclature for algae, fungi, and plants and International Code of Zoological Nomenclature; are acquainted with their main principles (Principle of Binominal nomenclature, Universality, Typification, Priority, Homonymy, Independence, First Reviser) [13; 14].

Much attention is paid to the special professional topics: systematics, taxonomy, and classification of biological objects, ranks of taxonomic categories, and especially is focused on species as a basic unit of classification and a taxonomic rank. Equally important is the study of the hierarchical system structure of taxonomic higher ranks (Genus, Family etc.), and ways of building uninominal names of fishes, animals and plants.

According to International Code of Zoological Nomenclature [14], a family-group name is formed by adding suffix *-idae* to the stem of the name of the type genus:

Cyprinus, i *m* > stem *cyprin-* + suffix *-idae* > Cyprinidae;

Esox, esocis *m* > stem *esoc-* + suffix *-idae* > Esocidae;

Lota, ae *f* > stem *lot-* + suffix *-idae* > Lotidae.

Thus, in order to understand how family-group names are formed, students must be able to determine the stem of a Latin word in genitive case and have elementary knowledge and skills in Latin word formation. Knowledge of Latinized final terminological elements of uninominal names,

recommended by the current international codes of botanical and zoological nomenclature, is compulsory.

Conclusions and future perspectives. Thus, Latin is an integral component of the training of bachelors in water bioresources and aquaculture, but could not be considered on an equal basis with any other languages for specific purposes: teaching and learning of living languages are aimed at forming foreign language professional communicative competence of students, but teaching and learning Latin focus on the formation of their professional terminological competence. Therefore, it can be considered in the context of professional linguodidactics, some key concepts and principles of which (such as interdisciplinary integration of language and specialism, internationalization, selectivity, foreign language professionalization and advanced foreign language specialization)

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can be applied and implemented in the educational process. In the reviewed educational professional program “Water Bioresources and Aquaculture” the component “Latin” reveals all kinds of intersubject connections with most disciplines both general and special training cycles – objective, theoretical, methodological (instrumental) and activity, that as a whole assumes interconnection, interdependence and complementarity of intersubject information (content) and ways of learning (activities). So the content of professionally oriented Latin learning is a holistic, complex and at the same time an integrative process of development specialist’s linguistic personality. That is why it can be of scientific interest not only in the framework of teaching methods, but also very promising in linguodidactic, terminological, cognitive, linguocultural and other aspects for further research.

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Анотація. Сучасне суспільство потребує кваліфікованих фахівців у галузі аквакультури, які володіють не лише рідною, а й міжнародною професійною мовою, знайомі з науковим понятійно-термінологічним апаратом сучасних європейських мов. Метою статті є дослідження шляхів реалізації ключових понять і принципів професійної лінгводидактики у процесі навчання латинської мови на прикладі освітньо-професійної програми «Водні біоресурси та аквакультура», що і зумовило вибір методів дослідження: аналіз наукової літератури для вивчення стану проблеми, синтез та узагальнення. Дослідження довело, що латина є невід'ємною складовою підготовки бакалаврів, але її не можна розглядати як будь-яку іншу іноземну мову для спеціальних цілей: навчання живих мов спрямоване на формування іншомовної комунікативної компетентності студентів, а навчання латини зорієнтоване на формування професійно-термінологічної компетентності. Тому навчання латини варто розглядати в контексті професійної лінгводидактики, ключові поняття та принципи якої (як-от міждисциплінарна інтеграція, інтернаціоналізація, вибірковість) можуть бути застосовані та реалізовані в освітньому процесі. У розглянутій освітньо-професійній програмі компонент «Латинська мова» реалізує міжпредметні зв'язки з більшістю дисциплін як загального, так і спеціального циклів підготовки, що загалом передбачає взаємозв'язок, взаємозалежність та взаємодоповнюваність міжпредметної інформації і способів її засвоєння. Отже, професійно орієнтоване навчання латини є цілісним, складним і водночас інтегративним процесом розвитку мовної особистості фахівця, що може становити науковий інтерес не лише в рамках методики навчання, а й у лінгводидактичному, термінологічному, когнітивному та інших аспектах і є перспективним напрямом для подальших досліджень.

Ключові слова: професійна лінгводидактика, латинська мова, інтегративність, селективність.