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## **Major principles of teaching Latin at the Departments of Veterinary Medicine in Ukrainian Agrarian Universities**

### **Introduction**

An important requirement for successful learning and mastering the disciplines of specialty „Veterinary Medicine” and getting comprehensive training by students is their terminological competence, foundation of which is laid down by the Latin language course.

However, the issue of teaching Latin at the departments of Veterinary Medicine in Ukrainian agrarian higher educational institutions has not been the subject for special scientific research. Partly it was studied by V. Kolyentsova, who focused on issues of spelling competence formation in comparative threelinguistic usage in the Latin, Ukrainian and Russian languages for the Veterinary Medicine students [Коленцова 2006: 3]. L. Viktorova briefly touches the subject of teaching Latin in agrarian universities, examining the problem of forming of students’ professional terminological competence in professional training [Вікторова 2009: 5].

In this article we should briefly describe the aim and tasks of the academic discipline „Latin language and Fundamentals of Veterinary Terminology” and try to analyze, what principles of professional linguodidactics are realized in teaching Latin at the departments of Veterinary Medicine.

### **Main part**

In the educational standard for specialty „Veterinary Medicine” for graduates it is required to know Latin language and Latin veterinary terminology. While working with special literature and documentation, writing a research paper or in the process of verbal communication the graduate should be able to understand the special terms used in Latin in all aspects of professional activity; to make prescriptions, write diagnosis and terms in Latin.

In Ukraine the discipline „Latin language and Fundamentals of Veterinary Terminology” is taught at the National University of Life and Environmental Sciences of Ukraine and its Southern Affiliate „Crimean Agro-Technological University”, Bila Tserkva National Agrarian University, Zhytomyr National Agroecological University, Luhansk National Agrarian University, Lviv National University of Veterinary Medicine and Biotechnologies named after

S.Z. Gzhytskyj, Odessa State Agrarian University, Poltava State Agrarian Academy, Sumy National Agrarian University.

The aim of the course „Latin language and Fundamentals of Veterinary Terminology” is to teach students Latin terminology, which functions in veterinary medicine, to help them acquire practical skills in using Latin terminology in educational, scientific and professional activities. Tasks that are presupposed by the aim and content of the discipline can be classified as professional (practical), general and educational.

The priority task is professional one – to teach students Latin veterinary terminology. It means also the creation of prerequisites for conscious learning term elements of Greek and Latin origin that are parts of respective sublanguages in medicine, biology and chemistry. Realization of this task is aimed at forming professional terminological competency of future veterinarians. The professional terminological competency is understood as professional’s ability to meet the vocational needs and demonstrate proper personal qualities in professional communication, mobilizing for it the knowledge of terminology, abilities and skills to use it properly and linguistically correctly in both oral and written communication (due to required norms) based on own internal motivation and experience for realizing the necessity of self-improvement and self-development [Вікторова 2009: 17].

In the process of teaching Latin a special attention should be paid to the study of phonetic and grammatical material needed for mastering the abilities and skills of reading, writing, analysis and translation of terms in anatomy, histology, pharmacology and clinical disciplines. It is important to learn meanings of the word-formative elements of Latin and Greek languages (terminological elements, roots, suffixes, prefixes), knowledge of which makes fore memorization of terms, making it conscious, and therefore easier.

Laying the foundation for independent mastering the professional terminology by students the Latin course at the same time performs important general and educational tasks. General tasks are aimed to broaden students’ linguistic world-view, increasing their linguistic culture by improving the skills in normative using internationalisms of Greek-Latin origin. The students acquaintance with the history of the Latin language, realization of its role in the development of European culture, the study of aphorisms, special expressions are of great educational and general importance too. All these aspects contribute to the development of ethical and aesthetic values of young people.

To implement the basic tasks it is recommended to provide terminological orientation of Latin course. Let’s examine how the principles of professional linguodidactics are realized in the teaching process.

The principle of consideration the requirements of social and professional environment refers to the educational standard for specialty „Veterinary Medicine”, in which it is stated that future specialists are required to have knowledge and skills in Latin [Освітньо-кваліфікаційна... 2004]. However, social and

professional environment is a dynamic system that is constantly changing, and it must be considered while teaching Latin.

The principle of consideration the requirements of social and professional environment is connected with the principle of advanced professional development, which means mobile reorientation of educational system to get the person ready for life in changing social and economic conditions, meeting to the demands of society and the labor market. Advanced education is an exceeding of educational characteristics over specialist characteristics, formed on the basis of the requirements to him in terms of advanced technique, technology, production.

In the structure of professional linguodidactics specific principles the integrativity is a systemic element, interconnection, interdependence and complementarity of interdisciplinary information and ways of its learning. Integrativity principle is closely connected with 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 [Крупченко 2007: 14].

Various aspects of integration in education are being actively researched by modern science. However, the analysis of status quo in pedagogical process in agricultural universities indicates that there are neither considered interdisciplinary connections, nor integration of terminological knowledge on a number of natural sciences and humanities, professional and special disciplines.

The issue of integrated content Latin course in medical schools has been raised by researchers, who draw attention to two directions in teaching Latin. On the one hand, the study of Latin, which is regarded as a secondary discipline, means an acquaintance with the language in general and its grammatical system. On the other hand, the Latin language should be regarded as a kind of profiling discipline. In this case it is not learning a foreign language as ordinarily understood – the main task is the study of professional medical terminology.

This double-vector direction in teaching Latin provides realization the principle of double determination of content training (both by the structure of professional activity and by the structure of language).

In the system of training of future veterinarians Latin is a required (normative) subject and belongs to the basic cycle of humanitarian and socio-economic training, in which it reveals integrative links with such disciplines as: Ukrainian (for professional purposes), Foreign Language (for professional purposes), History of Ukraine, Culturology and History of Veterinary Medicine.

In the cycle of natural-scientific training Latin integrates with such subjects as: Anatomy of domestic animals, Cytology, Histology, Embryology, Botany,

Zoology, Veterinary Microbiology, Bioinorganic and Organic Chemistry, Physiopathology, Medicinal Plants, Animal physiology etc.

With the cycle of professional and practical training Latin is associated by disciplines: Obstetrics, Gynecology, Epizootology and infectious diseases, Parasitology and invasive diseases, Internal diseases of animals, Operative surgery, Anesthesiology and Topographic Anatomy, Pathological Anatomy, Clinical diagnosis of internal diseases; Pharmacology.

There are three levels of didactic integration of academic subjects. The first level is an assimilation of instruments (theoretical or technical), an integrating basic science with other disciplines, each of which maintains autonomy in the teaching process. The second level of didactic integration is implemented in the synthesis of interacting sciences based on one of these, which can be both partial and complete. Thus each of the disciplines keeps its subject, its conceptual fundamentals and scientific status. The third level of didactic integration completes the formation of a new academic discipline that is integrative by nature and has its own subject of study.

The classification of interdisciplinary connections is based on the common feature of one of four elements: 1) object connections (based on a study of the same object in different academic disciplines and in the professional training); 2) theoretical connections (based on using the same theory element (principles, rules etc.); 3) methodological or instrumental connections (based on using the same method of research); 4) activity connections (based on using the same modes of activity) [Гуревич 1997: 67].

Object connections are widely represented and can be traced at the level of interaction between Latin and the vast majority of disciplines of natural-scientific, professional and practical training in the study of Latin veterinary terminology of various subsystems: anatomical, histological, pharmaceutical, clinical, chemical, botanical, zoological etc., as well as in the study of international veterinary terms of Latin and Greek origin at the Ukrainian and foreign language practical classes.

Theoretical connections can be traced during the study of linguistic rules both general (linguistic universals) and specific – the results of the evolution of phonetic, morphological, lexical Latin features are represented in modern European languages. At the same time students study the theoretical fundamentals of lexicography terminology, 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 and foreign languages for professional purposes.

Methodological connections are implemented while using the comparative method in studying Latin and other foreign languages. Apropos, this method is rather actively used in teaching Latin at the Department of Veterinary Medicine of National University of Life and Environmental Sciences of Ukraine.

The principle of historicism and relation of language and culture combines learning Latin with such discipline: History of Veterinary Medicine, Professional ethics of a veterinarian, Ukraine History, Philosophy, Culturology. As a result, students are getting an image of 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. Thus, in the course of Latin an intercultural principle is implemented.

Activity connections are represented at the level of common techniques. Although Latin has not been taught in high school, first-year students have the skills of reading and translation the foreign texts, can work with dictionaries of modern European languages.

According to classification based on the chronological criterion, there are retrospective (previous), synchronous (concomitant) and prospective (consecutive) interdisciplinary connections. This approach allows to consider the principle of continuity of language education. Learning Latin is grounded on the continuity of knowledge and skills acquired by students in courses of the Ukrainian and foreign languages, biology and chemistry in high schools. Latin is studied according to curricula of the Department of Veterinary Medicine in the first year simultaneously with the professional disciplines, or precedes them, serving as their instrumental and conceptual base and laying the foundations for further conscious perception of the international veterinary and medical terminology in the native and modern foreign languages. Thus, the study of Latin is necessary stage in continuing language education for veterinarians.

The principle of orientation to professional activities, the principle of complexity of the formation of professional foreign-language activity, principle of functionality and principle of simulation of quasi-professional activity are closely interconnected. As it was stated above, Latin course has a strict terminological orientation.

The principle of functionality determines the ability to perform specialists' duties, using only selected, functionally necessary linguistic material. While for humanitarian specialties the primacy of grammatical aspect in the study of Latin was established, for veterinary specialties the primacy is given to terminological vocabulary and grammar is considered to be secondary.

The strategy of approaching the learning process to future professional activities can be implemented through professional activity simulations in educational conditions. Principle of formation of quasi-professional activity involves identifying the typical professional tasks and their transformation into the training ones. At the practical classes of Latin the professional activities simulation can be carried out during the study of prescribing drugs rules.

Selectivity principle runs through the whole system of teaching language for professional purposes. This means that the language is studied not in general, but

selectively; learning is constructed in compliance with communication requirements of the profession or profile of specialty and personality of specialist who is interested in gaining new professional knowledge with the help of foreign language. Such training should provide an interdisciplinary organization, develop harmony in the ways and levels of thinking, prepares graduates for planning of new creative activities [Крупченко 2007: 22].

### **Conclusions**

Thus, it has been established that the process of teaching Latin at the departments of Veterinary Medicine is based on general didactic principles and specific principles of professional linguodidactics, such as: consideration of the requirements of social and professional environment, advanced professional development, integrativity, double determination of content training, interculturalism, orientation to professional activities, functionality, simulation of quasi-professional activity, selectivity.

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### **Abstract**

The article deals with didactic aspects teaching Latin at the departments of Veterinary Medicine of Ukrainian agrarian universities. Author analyzes the ways of linguoprofessional principles implementation in the process of teaching Latin, such as: consideration of the requirements of social and professional environment, advanced professional development, integrativity, double determination of content training, functionality, selectivity etc.

**Key words:** Professional education, Latin language teaching.