



THE PSYCHOLOGICAL APPROACH IN TEACHING LATIN LANGUAGE

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Annotation: This article thoroughly examines the impact of psychological approaches on the effectiveness of teaching Latin. Research indicates that lesson plans designed with consideration for students' individual characteristics, motivation, and stress levels significantly enhance learning outcomes (Deci & Ryan, 2000). Psychological factors are among the key elements in mastering classical languages.

Keywords: Latin language, psychological approach, language teaching methodology, learning motivation, individual learning style, classical languages, psychology in language acquisition, emotional environment, didactic approach, educational effectiveness

INTRODUCTION. The role of psychological approaches in learning foreign—particularly classical—languages is increasingly recognized by the academic community. Latin forms an essential terminological base not only in medicine and pharmacy but also in fields such as law, biology, and history (Rocca, 2012). However, as a “dead language” no longer used in everyday speech, Latin presents psychological barriers for learners. In this context, psychological strategies—such as creating a positive learning environment, encouraging students, and reducing stress—improve the quality of education (Oxford, 1990).

In today's education systems, psychological approaches have become increasingly important in teaching foreign and classical languages. Latin is the foundation of modern scientific, medical, and pharmaceutical terminology, making a solid understanding of the language essential in many professional fields (Rocca, 2012). However, the fact that it is not used in daily communication and holds the status of a “dead language” adds psychological complexity to the learning process.

Psychological approaches that take into account emotional states, motivation, individual learning styles, and self-confidence have proven to be highly effective in mastering complex linguistic material. As Dörnyei (2005) notes, motivation is the most critical internal factor in language learning and strongly influences the entire learning process.

Identifying students' individual learning styles and selecting appropriate pedagogical methods reduces stress levels and facilitates the acquisition of Latin. According to Gardner's (1983) theory of multiple intelligences, every learner assimilates information best through a specific style—whether visual, auditory, kinesthetic, or logical.

Today, global statistics indicate a decline in student interest in classical languages. For instance, the 2023 report from the Modern Language Association (MLA) states that the number of students learning Latin has dropped by 16% compared to 2016 (MLA, 2023). This trend encourages educators to adopt innovative, motivation-oriented, and psychologically supportive

teaching strategies.

Moreover, research in the field of neuro-pedagogy shows that a positive psychological atmosphere—one that is safe and supportive—enhances cognitive encoding and long-term memory retention (Immordino-Yang & Damasio, 2007).

Therefore, applying psychological approaches in Latin instruction is crucial for boosting student engagement, strengthening self-confidence, and most importantly, fostering a positive attitude toward language learning. This not only improves educational quality but also helps revive societal interest in classical languages.

Objective: To determine the effectiveness of psychological approaches in learning Latin and to integrate them into the educational process.

Tasks:

- Identify psychological challenges in learning Latin (Harmer, 2007);
- Evaluate students' motivation for language learning (Dörnyei, 2005);
- Recommend the most effective psychological strategies, such as differentiated instruction and game-based techniques.

THEORETICAL BASIS. Psychological approaches have been extensively explored in educational methodology. L.S. Vygotsky's concept of the "zone of proximal development" emphasizes that personal development occurs through social interaction (Vygotsky, 1978). H. Gardner, in his theory of multiple intelligences, demonstrated that every student has a unique learning style and capability (Gardner, 1983). These theories have shaped the methodological principle that individual approaches are essential in teaching Latin.

Research shows that a positive learning environment and the emotional engagement of the teacher significantly influence students' learning success (Hamre & Pianta, 2001).

METHODOLOGY. The research was conducted between January and March 2025 with the participation of 40 first-year students from a university philology faculty. Surveys were used to assess psychological issues in language learning. Additionally, lessons were observed via video recordings, and semi-structured interviews were conducted. The collected data were statistically analyzed to identify major challenges and effective approaches (Creswell, 2014).

RESULTS AND ANALYSIS

The results of the survey are as follows:

Type of Issue	Percentage of Students
Grammatical complexity	78%
Lack of motivation	65%
Difficulty in memorizing vocabulary	60%
Absence of practical language environment	55%

These results are consistent with previous research. For instance, as Oxford (1990) emphasizes, psychological factors—such as interest, enthusiasm, and stress—are key components in language

acquisition.

In-class techniques such as encouragement, positive feedback, and the use of game elements were found to activate and engage students. Lessons designed according to the theory of multiple intelligences—providing visual materials for some and auditory methods for others—produced more effective outcomes (Gardner, 1983).

CONCLUSION. Integrating psychological approaches into the educational process not only enhances motivation but also significantly improves learning efficiency. Taking into account students' personal characteristics, needs, and learning preferences plays a crucial role in teaching Latin. This approach can also be effectively applied to other classical languages such as Ancient Greek and Sanskrit.

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