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## FORMATION OF FOREIGN STUDENTS' POSITIVE MOTIVATION TO STUDY LATIN LANGUAGE IN HIGHER EDUCATIONAL INSTITUTIONS

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### ФОРМУВАННЯ ПОЗИТИВНОЇ МОТИВАЦІЇ ІНОЗЕМНИХ СТУДЕНТІВ ДО ВИВЧЕННЯ ЛАТИНСЬКОЇ МОВИ У МЕДИЧНИХ ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

**Abstract.** The article is dedicated to the study of the dominant motives in the learning of Latin language by foreign students. The article presents theoretical and practical aspects of foreign students positive motivation formation to study Latin language in higher educational institutions. The concept of "motivation" is well-grounded and the main motivation criteria are considered. The leading motives of foreign students for studying Latin language are outlined. Methods of motivation during studying of Latin language and medical terminology by foreign students are offered. The most motivating factors that encourage language learning have been studied. Guidance is given to students to remain motivated and support motivation to learn Latin. It was determined that the main criteria for the formation of students; motivation to learn Latin are: the presence of cognitive motives, achievement of goals when studying the discipline, emotions that arise during the learning process, the ability to learn and use the acquired knowledge in practice. It was found that the effectiveness of the educational process is directly related to the motivation and incentive to master the future profession of a doctor. The main factor influencing the educational motivation of foreign students is the mastery of knowledge, skills and competences, which in the future form the basis of professional activity. Increasing motivation of educational activity is promoted by: the method of assimilation of educational material, its content, teaching methods; the use of problematic motivations and tasks in each Latin lesson; use of interactive technologies. The influence of foreign students internal motives for studying the discipline is described. It is concluded that providing a high level of motivation of foreign students to study Latin language requires the development of a didactic model of such motivation formation, which will provide perspective directions and tendencies for studying Latin language in the higher educational institutions.

**Key words:** motivation; motives; foreign students; Latin language; higher medical educational institutions.

**Анотація.** Стаття присвячена дослідженню домінуючих мотивів у вивченні латинської мови студентами-іноземцями. У статті представлено теоретичні та практичні аспекти формування позитивної мотивації іноземних студентів до вивчення латинської мови у медичних закладах вищої освіти. Обґрунтовано поняття «мотивація» та розглянуто основні мотиваційні критерії. Окреслено провідні мотиви іноземних студентів до вивчення латинської мови. Запропоновано методи мотивації під час вивчення латинської мови та медичної термінології іноземними студентами. Досліджено найбільш мотивуючі фактори, які спонукають до вивчення мови. Подано поради для студентів, щоб залишатися вмотивованими та підтримувати мотивацію до вивчення латинської мови. Визначено, що основними критеріями формування мотивації у студентів до вивчення латинської мови є: наявність пізнавальних мотивів, досягнення цілей при вивченні дисципліни, емоції, які виникають у процесі навчання, вміння вчитися та вміння використовувати отримані знання на практиці. Виявлено, що ефективність навчального процесу безпосередньо пов'язана з мотивацією і стимулом до опанування майбутньої професії лікаря. Основним фактором, що впливає на мотивацію до навчання іноземних студентів, є оволодіння знаннями, уміннями та навичками, які в подальшому сформують фундамент професійної діяльності. Підвищенню мотивації навчальної діяльності сприяють: спосіб засвоєння навчального матеріалу, його зміст, методи навчання; використання на кожному занятті з латинської мови проблемних мотивацій та завдань; застосування інтерактивних технологій. Охарактеризовано вплив внутрішніх мотивів іноземних студентів на вивчення дисципліни. Зроблено висновок про те, що забезпечення високого рівня мотивації іноземних студентів до вивчення латинської мови потребує розробки дидактичної моделі формування такої мотивації, що забезпечить перспективні напрямки і тенденції вивчення латинської мови у медичних закладах вищої освіти.

**Ключові слова:** мотивація; мотиви; іноземні студенти; латинська мова; медичні заклади вищої освіти.

**Introduction.** The discipline “Latin language and medical terminology” is an integral component of the preparation of future doctors on specialty 222 “Medicine”, and is studied on the first course. The aim of the discipline is to acquire the normative grammar of the Latin language, the basic vocabulary of the Latin and ancient Greek languages, necessary for the competent use of the Greek-Latin anatomical-histological, pharmaceutical and clinical terms in practical activity [8]. The Latin language lays the basis for further conscious perception of medical terminology.

The awareness of students about the importance of studying Latin language, its sphere of usage, connection with professional disciplines contributes to the formation of professional and terminological competence of future doctors. However, it is worth taking into account the fact that foreign students need to work on vocabulary. This type of work strengthens active and passive vocabulary and forms a potential vocabulary consisting of words, the meaning of which the student can guess from context, or, for example, international words or words, which have common roots.

In any field of science, there is its terminology apparatus, the understanding of which signals the subject competence of the person, and we are obliged to provide the listeners with the exact terminology base that will be necessary for understanding other professional disciplines [2]. Therefore, one of the main problems the teacher face with is motivation of foreign students to study Latin.

Analysis of scientific and methodological literature of this problem has shown that methods of interactive learning of Latin language were investigated by O. Fel, I. Suduk, about the peculiarities of teaching Latin language by students-foreigners and students of non-language specialities were investigated by T. Shpanko, O. Magdyuk, etc. However, pedagogical theory did not pay enough attention to special studies devoted to the formation of motivation for learning Latin by foreign students in higher medical educational institutions.

**The aim** – to analyze and consider the basic functions of the concept “motivation”, to study the leading motives, to identify the orientation of the educational and internal motivation of foreign students in the process of Latin language study.

**Theoretical framework.** Motivation is the driving force behind the student’s cognitive activity. In modern research, motivation is defined as a cauilless that can be seen from within. The concept of “motivation” (from Latin. moveo – movement) is defined as a system of

motives or stimuli, a stimulus of human behavior and activity [1]. And in the definition of S.Goncharenko motivation is “a system of motives or stimuli that encourage a person to specific forms of activity or behavior” [4, p. 217]. The psychological word notes that motivation is a system of motives that defines specific forms of activity or behavior of people [5]. Motivation is also seen as a process of choice between various possible actions, which regulates and directs the action to achieve the specific motive and supports this direction [1].

External and internal motivation is distinguished. It is the internal motivation that arises from the needs of the individual, who carries out one or another activity without any interference, and the motives that arise outside of human activity as a fear or aspiration to be the best, career growth, etc., belong to external motivation. Therefore, internal motivation encourages a person to develop and improve, so external motivation acts as a guide for achieving personal goals. Thus, the analysis of scientific and pedagogical literature shows that the concept of “motivation” is used to explain the orientation of human activity and behavior [1].

The study of the problem of motivation of training remains topical. Scientists investigate practical and theoretical problems of learning process. There are two goals of motivation of education, which appear out of educational activity, and those which are laid in educational activity. In modern Ukrainian and foreign literature we find research on the motives of education. They are divided into several sub-groups: The first is the motives of duty and responsibility to society, the motives of self-determination and self-perfection. The second sub-group includes narrow personal motives: subjects of study have the desire to approve, to receive good estimations and to be the first. The third sub-group is negative motives, which appear in the desire to avoid troubles [1].

The teaching of Latin language to foreign students is conducted in English, respectively. For example, English has about 65 % of the linguistic composition of Latin origin, so English-speaking students easily learn lexical material, and some terms are remembered without translation. Therefore, the main task of the teacher is to use the language of communication as effectively as possible for studying new, and for this purpose it is necessary to motivate students [7].

The Latin language in medicine became international and latinized the Greek terms. Although it is considered to be a dead language, Latin is an integral part of the knowledge of every medical profession. In the

history of the patient's disease, doctors write in Latin both a short description and name of the medical drug. The Latin names of drugs are used as official in many national pharmacopoeia, in the International Pharmacopoeia (Pharmacopea Internationalis) and World Health Organization publications. Latin attracts with its laconicity, lexical richness, perfection of morphological structure. Studying Latin is of great importance in the preparation of the future doctor because it helps consciously to learn and understand the medical terms of Latin-Greek origin which will be used in professional work.

Future doctors start to understand the importance of this discipline at the senior courses, when they actively use Latin terminology in the study of clinical disciplines, that's why the students of the first course do not fully realize its importance. Therefore, the primary task for the teacher is to encourage students to study the discipline, to show its significance for the future doctor. This is possible because of the usage of interactive technologies and teaching methods that develop new types of non-standard thinking of medical students, allow them to deviate from stereotypes in thinking and speaking, improve imagination.

Systematization of teaching methods, which covers traditional, innovative, initiative-advanced, is an important factor for purposeful formation of Latin language studying motivation and medical terminology by foreign students. The leading methods of teaching Latin are reproductive methods, the main purpose of which is the translation and reproduction of educational material. With the help of such methods, it becomes possible to implement an important task - the assimilation of terminological units for the purpose of their further usage in professional speech.

When choosing the methods of teaching that will help to motivate students, the teacher should take into account the fact that modern students want to see the practical benefit of the obtained knowledge from the Latin language, otherwise they will not be interested in studying the subject.

Therefore, the motivation of the teacher is interesting to present actual and important information, to reveal practical application of the received knowledge also motivates students. So, O. Bigan, investigating the problem of motivation of students, states: "If relations between the teacher and each individual student are mutually beneficial, trusting, provide mutual assistance, then positive attitude to the teacher is transferred to the subject." If the teacher "constantly shows loyalty to his own business, confidence in

success, belief in cultural and cognitive value of the subject, it is immediately passed on to the students and becomes a source of motivation of study" [3, p. 17].

Therefore, choosing ways to present the teaching material to the teacher is worth remembering that there are some factors that influence the decrease in motivation of students. This is both the complexity of the subject, a relatively small number of classroom hours and passivity, the avoidance of student difficulties, lack of understanding of the content, etc. Scientists define certain criteria of motivation formation, the main of which is: presence of cognitive motives, achievement of goals at studying disciplines, emotions which arise in the process of training, ability to study and ability to use received knowledge in practice [1].

In order to increase students' motivation to master the subject, the teacher should focus on introducing together with traditional teaching methods, those that will contribute to the development of future doctors' ability to learn independently, think critically and practically use the acquired information in their professional activities. These are the interactive learning methods that develop the creative potential of the individual, mental and emotional spheres.

It is necessary to note that learning results will be positive in case of systematic presentation of the material and constant repetition of previous lexical-grammatical constructions, dictionary forms of different parts of the language. It is also important to update quickly, improve the teacher's teaching material and apply innovative technologies at the class. Also, one way to increase the student's motivation is participation in scientific activity of the subject or Olympic Games. Other methods include creating interest situations for studying the educational material (using situational tasks, role games), analysis of professional situations during which students learn to apply integrated knowledge in practice, encouragement in study (highlighting of activity and success of students at classes).

Choosing a certain way of motivation of foreign students, the teacher should take into account the integration of discipline, because besides studying of grammar structures the student should also master professional terminology of different subsystems: anatomical and histological, pharmaceutical, clinical.

Taking into account the above mentioned, the interesting method is the application of the binary type of employment. This lesson is appropriate when identifying common structural components of

disciplines with intersubstantive links, if there is not enough time to study certain topics from the subject, or if there is an opportunity to combine topics of two disciplines of the same cycle, such as humanitarian or professional. The binary class makes it easier to absorb the complex material and to consolidate the already studied one.

As an example, we can use a binary lesson from Latin language and human anatomy on the topic “morphological and syntactic structure of multiple anatomical terms with different types of meanings”. The main stages of such an exercise are: defining common goals and tasks taking into account the specifics of each discipline, preparing didactic material and the degree of each teacher participation.

The final goal of the lesson is to teach students to determine the structure, translate and create multiple anatomical terms with agreed and unagreed meaning. The coordinated work of teachers will create a good atmosphere and encourage students to study the educational material.

Positive motivation of studying Latin language can be formed in students in case of the available teaching material, usage of different methods and techniques by the teacher. The teacher’s use of game techniques during the lesson is justified, with the help of which it is possible for students to feel positive experiences and emotions, interest in learning the material and is a means of stimulating learning. Individual and group forms of cognitive activity can also be used during the course of the class.

The main means of individual work at the class is the variation of tasks for each student offered on a choice and taking into account the level of opportunities of the student [1]. The use of authentic video materials increases the motivation for research and creative activities of future doctors. Carefully selected video material and methodical tasks to it encourage students to discuss and lead to intensification of cognitive activity. It is important to observe certain conditions when using video materials, namely: to apply video material according to the level of students knowledge, to think in detail about explanations to the video, demonstrated video material should correspond to subjects of the class.

It should be remembered that one or two interactive exercises or video materials should be used at one session, the demonstration of which will take no more than 15 minutes, otherwise it may cause the participants to feel fatigue or exhaustion. The recognition of students’ activity at the class by means of approval,

positive assessment, praise and good attitude is one of the strong stimulant means to study.

During the study of the discipline “Latin language and medical terminology”, the main technologies of formation of students’ motivation to learn a foreign language were chosen for implementation in the educational process: practical teaching methods (preparatory, training and creative exercises); visual teaching methods (video demonstration, diagrams, presentations); methods of control and correction of knowledge, abilities and skills (computer control and self-control, oral and written testing); methods of stimulating and motivating educational and cognitive activities (creating situations of interest for learning, clarifying the purpose of the educational subject and encouraging learning); methods of activating educational and cognitive activities (intellectual, training and educational games).

Summing up the above mentioned information, we can conclude that the teacher should form the understanding among the students that knowledge of Latin is not only a goal, but also a method, a necessary condition for solving larger tasks connected with the professional activity of the doctor, which go far beyond the course of studying Latin. It is necessary to strengthen the motivation of students through the formation and development of cognitive interest to the Latin language by using different forms and methods of teaching.

So, the main criteria of students’ motivation formation for studying Latin language are: presence of cognitive motives, achievement of goals at studying disciplines, emotions which arise in the process of studying, ability to study and ability to use received knowledge in practice.

**Conclusions and Prospects for Research.** It is advisable to continue the search for the optimal definition of “motivation”, understanding of its essence by teachers and students. In order to form positive motivation of foreign students, the teacher should take into account the level of internal motivation, priorities, values, language culture of the person.

Further research requires questions of educational motivation of students as an important value in the process of studying the discipline “Latin language and medical terminology”. It is important to develop a system of practical studies aimed at studying the internal motives of foreign students. The comparative characteristic of positive and negative motivation to the educational and cognitive activity of the student will promote modernization of motivation methods and techniques.

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