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Features of studying classical Greek and Latin in the process of teaching theology

Abstract. The need to study the characteristic features of teaching classical languages within the framework of theological education is primarily conditioned by constant changes in approaches to educational methods and strategies, in particular, to linguistic training of specialists. The study used such methods as pedagogical and contextual analysis, comparative, and analytical and synthetic methods. The purpose of this study was to investigate the specifics of teaching the basics of classical languages in higher educational institutions in theological specialities. With this in mind, an analysis of Ukrainian and Polish curricula on classical linguistic training was carried out. In particular, it was pointed out that the main purpose of studying Latin and ancient Greek is the ability to translate classical works of art and religious texts. The analysis of educational programmes showed that its main characteristics were such as the study of aphorisms and idioms, lexical minimum (up to 300 words), attention to syntactic constructions, the development of orthoepic and spelling skills, a combination of traditional and interactive methods and educational materials, translation of texts that differ in genre, style, and time of writing. In Polish curricula, more attention was paid to historical linguistics and comparative studies, in particular, the comparison of Latin and ancient Greek, as well as other European languages. The main subtopics of the linguistic sections were indicated: orthoepy (pronunciation, stress, diphthongs, alphabet), phonetics (vowels and consonants, long and short sounds), morphology (grammatical structure, grammatical categories, inflections, conjugation), syntax (subject and predicate matching, word order, peripheral constructions, functions of sentence members, specifics of subordinate clauses). In the future scientific perspective, this paper can be used to develop new educational programmes to improve the classical training of students, compare the educational experience in teaching Latin and ancient Greek in various fields

Keywords: theology; curriculum; translation; linguistic skills; religious texts

INTRODUCTION

The study of the key characteristics of training in classical philology of theology specialists is relevant primarily because in pedagogical science there is a need for constant updating of methods and strategies, including theological education, to improve the level of educational knowledge and philological skills of students and future professionals. Although the study of approaches to teaching classical languages in philological and medical higher educational institutions is popular, however, it is worth noting that the study of classical linguistic training in theological specialities requires more attention among scientists. It is advisable

to investigate the specifics of teaching classical Greek and Latin at theological faculties to consider the main tasks and goals of courses, and strategies for achieving the goals set. This implies the relevance of analysing the features of studying classical languages in linguistic sections, in particular orthoepic, spelling, phonetic, lexical, grammatical, and syntactic characteristics. Comparing the experience of teaching classical languages in different countries can help improve the curriculum for learning Latin and ancient Greek.

Author Z.P. Bakum (2023) worked out the problem of forming linguistic competence and outlined the ways

Suggested Citation:

Smetaniak, M. (2024). Features of studying classical Greek and Latin in the process of teaching theology. *Scientia et Societatis*, 3(1), 31-38. doi: 10.69587/ss/1.2024.31

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of its development. The monograph covers the issues of Ukrainian language and literary education at bachelor's and master's degrees. However, the analysis is carried out based on Ukrainian and English, and not classical Latin and Greek. A comprehensive analysis of the functional and semantic field of religious vocabulary in British and American discourse is presented in the dissertation by M.I. Boychuk (2021). In particular, the study applied a polyparadigmatic approach to the investigation of the religious term system, which was manifested at such levels as conceptual and semantic, lexical and grammatical, psycholinguistic, functional and semantic, but effective methods of assimilation of the religious term system were not considered. The innovative methods in teaching the course "Latin Language and Medical Terminology" are considered by L. Pylypiv & O. Pylypiv (2023). The paper develops a mechanism of positive motivation for learning, analyses the key factors that affect the level of effectiveness of the educational process and the development of linguistic competence among students of medical universities, although the specifics of studying classical languages in the theological context were not considered.

The key features of the theological education of the Ukrainian Greek Catholic Church (UGCC) after the proclamation of independent Ukraine are indicated in the paper by R. Delyatynskiy (2022). Aspects of the development of the clergy, the restoration of seminaries, the division of theological education into certain organisational levels are noted, but the problem of providing classical education in the religious studies context has been rather neglected. Latin was perceived not only as the language of intellectual life, but also as the language of European culture. L. Shevchenko (2023) reviewed texts accompanied by Latin annotations, Latin poems, crosswords and humorous stories, focused on New Latin poetry, allegorical works in Latin, but did not pay attention to the pedagogical aspects of teaching classical languages. The purpose of this study was to identify the key characteristics of studying classical languages, in particular Latin and ancient Greek, related to the training of specialists in theological affairs. In particular, such tasks were set as reviewing curricula for learning Latin and ancient Greek, comparing the features of teaching classical languages for theologians in Ukraine and Poland.

MATERIALS AND METHODS

To analyse the main characteristics of the study of Latin and Ancient Greek, the curricula for classical philological training of King Danylo University (Ukraine) (Working programme of..., 2018a; 2018b) and The John Paul II Catholic University of Lublin (Poland) (Teaching Programme Greek..., 2022; Teaching Programme Latin..., 2022) for theological specialities were selected. In the course of this study of these curricula, the main aspects related to the teaching of Latin and ancient Greek were investigated, in particular, the features of studying various linguistic sections: spelling, orthoepic, phonetic, lexical, grammatical, syntactic and communication in general.

Pedagogical analysis in this study was primarily aimed at studying the main issues related to the teaching of Latin and ancient Greek, in particular, the goals of philological training in classical languages of theological students. When analysing Ukrainian and Polish curricula, the features of studying various linguistic sections, in particular orthoepic, spelling, lexical, grammatical, syntactic, were considered. The main goals, objectives, methods, and teaching materials related to the classical philological training of theological students were also analysed in a fragmented manner. Comparative analysis in this study was used to contrast the features of classical language curricula in Ukraine and Poland. In particular, the Polish practical experience of teaching was compared with the Ukrainian practical experience of teaching classical Latin and Greek in theological specialities. The results of comparing the features of teaching were concentrated in a table that noted similar and distinctive features of learning classical languages considering the curricula. It should be noted that the comparison of educational processes was carried out in the study of pedagogical and philological aspects of teaching.

The analytical and synthetic method was used to study the modern scientific paradigm in linguistic, theological, and philosophical science. In particular, such issues as the review of the functional range of classical Latin and Greek languages, the specific features of teaching classical languages on the basis of primary schools, changes in modern theological education based on the transformational processes in the world, the selection of strategies for learning languages using original text fragments were considered. The issues of the role of classical Latin and Greek, the relationship between language and religion, practical experience of using theological and religious programmes, and the features of the concept of "religious language" were also discussed. With the help of analytical and synthetic analysis, the main theoretical points related to the provision of philological theological education were clarified.

Contextual analysis was used to demonstrate fragments of texts of religious content necessary for the study of classical languages by theological students. In particular, excerpts from the New Testament were provided: the Gospels of Matthew and Luke (Greek New Testament, 2023), the prayers "Hail Mary" (2022), "The Glory Be" (2024). Based on these fragments, the main methods of working with the text were shown, in particular, reading, translating, comparing text passages necessary for future professional activities of theology specialists. Thus, contextual analysis was used to consolidate the results obtained when considering curricula using pedagogical and comparative analysis.

RESULTS

Language is a powerful tool used to convey religious knowledge, and classical languages convey knowledge about the experience of forming religions from ancient times to the present (Balraj *et al.*, 2020). The study of Latin and ancient Greek for theological students is necessary primarily for

the opportunity to translate and interpret classical texts, in particular of a religious nature. This requires knowing at least 300 basic Latin words, including terminology and maxims, being able to work with a dictionary, having text reading skills, distinguishing between basic grammatical and syntactic structures and being able to translate them (Ryan, 2018; Perry & Leidenhag, 2023). Ukrainian theological education affects the younger generation especially during the war, so it is important to develop and support Bible colleges, theological seminaries and higher education institutions that provide theological knowledge (Oldenburg & Cox, 2022). However, ensuring the study of classical languages is important not only in the theological and medical fields, but also in others, in particular, there is a need to introduce the study of classical philology in schools (Perale, 2023).

When working out the curriculum of the first level of higher education in the speciality 041 “Theology” at King Danylo University, the Department of Theology and Social Sciences named after Academician of the Ukrainian Academy of Sciences Ivan Lutsky, the key features of studying Latin and ancient Greek were identified. In particular, the purpose of studying Latin by theological students is to develop skills in reading and translating Latin-language sources, learn the general terminology base related to religious studies, and initially prepare for practical language courses. After completing the basic Latin language course, students must master the lexical minimum (about 300 words), the basics of grammatical structure, syntactic features and spelling norms, know the basic rules of reading and translation, distinguish between terms and aphoristic expressions (Working programme of..., 2018a; 2018b). Among the Latin terms of religious content, the following can be distinguished: “*absolutus*” (unconditional, perfect), “*adventus*” (coming), “*animatus*” (alive), “*destructia*” (destruction), “*indulgentia*” (mercy), “*confessio*” (confession, confession). All these linguistic skills are necessary for the study of textbook texts in the future, in particular samples of Latin literature of different writing times: classical (Cicero, 1914; Cato, 2011), medieval (Orzechowski, 1548; De Jandum, 2006), and legal writing of the 17th and 18th centuries. Thus, education, language, and religion have ensured the prosperity of the Western world for centuries (Portilla, 2021).

Learning Latin covers orthoepy (features of pronunciation, diphthongs and letter combinations, stress rules, stress, specifics of long and short syllables), historical linguistics (stages of Latin language formation). One of the most widely represented sections of linguistics is morphology, which includes general ideas about the grammatical structure, variable and unchangeable parts of speech, noun (category and declension of nouns, specifics of the gender category and translation of nouns of the first declension), verb (categories and conjugations of verbs, *praesens indicativi activi*, *imperativus praesentis*, basic verb forms), adjective (first and second group of adjectives, suppletivism), adverb (infinitive turns, active and passive constructions,

ablativus instrumenti and *auctoris*, *ablativus comparationis* and *genetivus partitivus*), pronoun (personal, interrogative, relative and negative pronouns), numeral (categories, declensions and matching with nouns) (Working programme of..., 2018b). To train translation skills, students can use excerpts from medieval texts translated into Ukrainian, for example, from the works of S. Orzechowski (1548).

The purpose of studying classical Greek is to provide theology students with key skills in working with the ancient Greek language: reading the original New Testament, translating texts using a dictionary and retelling in Ukrainian, elementary writing, abstracting and compiling annotations to textbook texts. The specifics of the use of the ancient Greek language within the framework of theological education implies a focus on the study of the lexical layer, written speech necessary for professional communication, oral and written translation from Ukrainian to ancient Greek, and vice versa, retelling the content of texts. It is also necessary to consider the specifics of the use of specific Greek terminological units in canonical texts: “*ἄξιος* (valuable), *ἀνάθεμα* (curse), *ἀπόστολος* (messenger), *ἄσκησις* (well-trained), *γνώσις* (knowledge), as well as idioms: “*Ἀπὸ τῆς ψυχῆς*” (from the depths of the soul), “*Γνώμῃς καὶ σώμασι*” (with soul and body).

When studying classical Greek, attention is paid to such sections as orthoepy (pronunciation rules, Erasmus and Reichlin pronunciation, stress rules, proclitics and enclitics), spelling (Greek alphabet), phonetics (consonants and vowels, long and short sounds, breath). It also provides for a detailed study of grammar, in particular verbs (grammatical categories, dictionary forms, conjugations, classes, aorist, present, affect and plusquamperfect, contrasted verbs, augment, medial and passive state, specifics of the present tense of the active state, active and passive constructions, future and past tense of the verb), adjective (first and second declensions, dictionary forms), pronoun (personal, relative, possessive, interrogative, demonstrative, undefined and inverse pronouns, mutual pronoun), preposition (meaning and specifics of using prefixes), numeral (quantitative, ordinal numbers), adverb (degrees of comparison, meaning of suffixes, complementary degrees of comparison). Considerable attention is paid to functional syntax: features of the vocative, genitive, dative case (also in the sense of locative and instrumental), syntactic attributes of the verb (method, state, adjective verbs, accusative, nominative + indefinite verb form, generic and accusative independent), complex sentence (word order in the sentence, particles, conjunctions), matching the subject with the predicate, indirect speech, types of subordinate sentences (goals, causes, consequences, conditions, admission, tense, relative).

When studying classical Latin and Greek, both traditional and interactive technologies are used, in particular, working in groups, using video materials (presentations), problem-finding methods, games, discussions, case studies, “brainstorming”. The main forms of monitoring the acquired knowledge and skills are performing test tasks,

translations from Ukrainian to Latin, and blitz surveys. When performing translations, it is possible to use several versions of the same prayer or text and compare them in terms of lexical content, grammatical and syntactic features (Working programme of..., 2018a). For example, when comparing the prayer "Our Father" ("Πάτερ ἡμῶν, Κυριακή προσευχή") in the Gospel of Luke and the Gospel of Matthew, differences in semantic completeness and grammatical and syntactic structure of sentences can be distinguished (Greek New Testament, 2023).

At the John Paul II Catholic University of Lublin, the curriculum in ancient Greek at the level of training "Theology A, musicology" contains topics from the following sections of philology: historical linguistics (history of the Latin language), orthoepy (pronunciation, alphabet, rules of inflating words), vocabulary (basic vocabulary, phraseology and Latin maxims, connection with other languages with the Latin basis), syntax (subject, predicate, appendix, simple and complex sentences, translation technique, passive and active peripheral constructions, ablative, double accusative, genitive, nominative case with infinitive). The grammar section is devoted primarily to the study of inflections of nouns of I-V declensions, various groups of pronouns (relative, interrogative, personal, possessive, indicative), numerals (quantitative, ordinal), the creation of adverbs from adjectives, degrees of comparison of adverbs. Special attention is paid to conjugation, in particular, the main verb forms, the specifics of distinguishing four conjugations, six tenses (present, imperfect, future first and second, perfect, plusquamperfect), two moods (active, passive), three modes (active, conditional, imperative). Separate sub-topics were also highlighted: compound words, noun verb formations, infinitives, participles, gerunds, supers, and deponent verbs. The main skills that a theologian student should have after a preparatory course in Latin: be able to read texts, recognise and identify flexion forms, case functions, translate both simple and complex sentences, identify their parts, distinguish Latin maxims in original texts, and compose short sentences. After the second year, the student must correctly translate sentences, considering all the features of Latin syntax, theological texts of various genres (biblical, medieval Christian works, church hymns), sentences from Polish to Latin, and vice versa, and build up the above skills. Mastering ancient Greek at the John Paul II Catholic University of Lublin at the level of "Theology in,

musicology" begins with studying the life of Jesus Christ (Teaching Programme Greek..., 2022). The study of ancient Greek texts ranges from the analysis of scenes related to the meetings and conversations of literary heroes with Jesus in the Gospel and the Acts of the Apostles in the New Testament, to the original New Testament texts. Attention is paid to such areas of linguistics as orthoepy (emphasis on words, reading rules), lexicology (lexical minimum – 300 words, study of prayer texts: "Our Father" ("Πάτερ ἡμῶν, Κυριακή προσευχή"), "Hail Mary" ("Χαίρε κεχαριτωμένη Μαρία"), "The Glory Be" ("Δόξα Πατρι"), a comparison of Greek words with Polish and Latin, and modern languages). It is also advisable to compare ancient Greek texts with Latin ones (Battezzato, 2009). For example, the prayers "Hail Mary" in Greek ("χαρρε κεριτωμένη Μαρία") (Hail Mary in..., 2022) with "Ave Maria, gratia plena" in Latin (Ave Maria Translation, 2023). Another important point in acquiring translation competence is to compare the Latin and ancient Greek versions of prayer with the variants in modern European languages. For example, the prayers "Δόξα Πατρι" in Greek with "Gloria Patri..." in Latin (Doxa Patri (Gloria..., 2009) and "Glory to the Father..." in English (The Glory Be..., 2024).

The grammar is taught using the inflectional approach, including articles, basic declension patterns and specifics of nouns of the first, second and third declensions, adjectives of the first, second and third declensions, personal, demonstrative, relative, possessive and interrogative pronouns, verbs (aorist, indicative, imperative, perfective), numerals (quantitative, ordinal, declensions 1 to 4). The syntactic features of the use of attributive and predicative constructions, double accusative, genitive case, syntactic functions of the case (subjunctive of time, purpose, effect and condition) were also actively studied. The main skills a student should have are: reading a prose text, recognising parts of speech, identifying forms, cases and conjugations, translating simple and complex sentences. Among the main forms of work, such as a lecture, exercises, conversation are used, and among the educational tools – theoretical materials (textbooks, dictionaries, encyclopedias, Christian literature, theological journals), video materials (films, programmes for Interactive Learning) (Teaching Programme Greek..., 2022; Teaching Programme Latin..., 2022). The main features of studying Latin and ancient Greek by theology students are presented in Table 1.

Table 1. Features of learning Latin and ancient Greek

Characteristics	King Danylo University	John Paul II Catholic University of Lublin
Learning aphorisms and idioms	+	+
Lexical minimum – 300 words	+	+
Inflectional approach to learning grammar	-	+
Attention to functional syntax and syntactic patterns	+	+
Emphasis on historical linguistics and comparative studies (comparison of Latin, Ancient Greek and modern European languages)	-	+
Development of orthoepic and spelling skills	+	+

Table 1. Continued

Characteristics	King Danylo University	John Paul II Catholic University of Lublin
Combining traditional teaching methods with interactive ones	+	+
Translation of texts of different genres and time periods	+	+

Source: prepared based on the materials of the Teaching Programme Greek Language Course at Beginning Level (2022), Teaching Programme Latin Language Course at Beginning Level (2022), Working programme of the academic discipline “Greek language” (2018a), Working programme of the study discipline “Latin language” (2018b)

Therefore, it can be argued that the main features of teaching classical languages at theological faculties include the study of the lexical minimum, aphorisms and idioms, development of orthoepic and spelling skills, translation of multi-genre texts, a combination of traditional and interactive teaching methods, attention to functional syntax. Features of teaching classical languages in Poland also include paying attention to historical linguistics, in particular comparing Latin and ancient Greek, and the inflectional approach to grammar.

DISCUSSION

The key features of studying Latin and ancient Greek in teaching theology include the use of traditional methods of work together with interactive ones, the combination of studying grammar and syntax to ensure correct translation, orthoepic and spelling norms, the assimilation of terminological vocabulary of a religious nature, popular expressions and aphorisms. They are inherent in teaching classical philology all over the world, and in particular, in Ukraine and Poland. A broad overview of the functional range (historical, social, and geographical) of Latin and ancient Greek usage is presented in the study by E.P. Archibald *et al.* (2015). The researchers indicated what teaching methods were used to master Latin and ancient Greek. In particular, the study of the basics of teaching classical languages focused not only on the experience of elite students, but also on the dialogue between the periphery and the centre, conservatism and transformational processes, government, and society. The study of Latin and ancient Greek languages in teaching in theological specialties showed that modern Ukrainian and Polish educational programmes offer a fairly large number of methods for mastering classical languages, in particular, combining conventional (presentation of lecture material, solving exercises) and interactive methods (role-playing games, “brainstorming”).

Since ancient languages are the basis for learning many other languages, the study of Latin and ancient Greek is necessary due to the close ties between them. The paper by A. Holmes-Henderson & K. Kelly (2022) was about teaching ancient languages in elementary schools. In particular, the authors emphasised that political support has been in effect since 2014, but in order to activate the process of learning Latin and ancient Greek, it is necessary to expand access to these languages in primary schools. Considering the teaching of classical languages in modern universities, it was shown that when mastering theology in Ukrainian

education, not enough attention is paid to comparing Latin and ancient Greek with modern languages (English, French, Italian). At the same time, Polish education is more focused on comparing different languages in the context of common Latin or ancient Greek roots, so classical education is actively introduced into the educational process from primary school. Modern theological education is constantly changing, which is associated with transformations of the global context. H. Knoetze (2023) examines the three main issues that most closely reflect changes in the paradigm of theological education: the need to review the methodological foundations for curricula, the “constitutive interest in knowledge” (human-centred awareness), and the importance of realising that theological education is associated with lifestyle changes. Comparing this research with the conclusions of the current study, it can be stated that in modern Ukrainian theological education, a combination of methods (traditional, interactive) of work, a focus on improving the technological base and on implementing Western European standards in the training of theological students is of particular importance.

The strategy of learning classical languages through the use of adapted original texts was considered by S. Hunt (2022). The study focused on the selection of methods, in particular deductive, inductive and active, and on the principles of structuring excerpts from classical books for use in the process of listening, reading, speaking, and writing. The researcher formulated the concept of high-quality learning, which consists of three components: access, diversity, and inclusion. When studying the experience of teaching Latin and ancient Greek in the Ukrainian context, it became clear that the main principle was to master the translation technique with an understanding of grammatical and syntactic rules for constructing structures, orthoepic and spelling norms. Within the framework of classical Greek, P. Poupounaki-Lappa *et al.* (2021) proposed a development that provides for the creation of a special test for obtaining linguistic qualifications. The developed communication reading test should contain both grammatical and functional elements. When assessing linguistic competences in the study of classical languages from the perspective of theological training, it is worth noting that the main competences are orthoepic, orthographic, communicative, translation, grammatical and syntactic.

The role of Latin for the scientific and educational sphere was considered in the study by P. Roelli (2021). In this paper, a diachronic panorama of the functioning of the

Latin language from ancient times to the present was developed. Special attention is paid to the problem of losing the status of the world's leading language in Latin, which the author considered through active corpus linguistic research. The study of Latin and ancient Greek in theological specialities was justified from the standpoint of the need to translate religious works written in classical languages, in particular Latin and ancient Greek, and the need for their reading and translation. The study by D. Lewin (2019) was based on consideration of the relationship between linguistic and religious tools. In particular, the paper showed that formal indicators of religious speech are aimed at the development of personality, affective and cognitive at the same time. When studying educational processes at theological faculties and curricula in classical philology, it was investigated how the process of studying Latin and ancient Greek languages takes place with the involvement of texts of religious content. Therefore, the researcher's opinion on the close connection between religion and language is appropriate through the prism of theological science.

Theological training involves not only practical experience, but also a broader context, in particular, teaching in theological, religious and spiritual programmes. The relationship between these disciplines was considered by K.I. Lizardy-Hajbi (2021) through three main principles: embodiment, reflection, and formation. An important achievement of the researcher was that the paper offers a combination of academic fields and theological education in the so-called integrative curriculum. The study has demonstrated a balance between academic knowledge of classical languages and the direct use of this knowledge in practice when translating theological texts. Features of the study of religious language were considered by M. Scott (2010). The following topics were investigated: religious discourse, reductionism, expressionism, subjectivism, religious metaphor, religious fiction. It also focused on the relationship between religious language and the philosophy of religion. Since classical languages were born in particular as scientific and religious languages, taking into account the considered curricula, it is important to study not only grammar, syntax and other theoretical aspects, but also artistic models (tropes and stylistic figures) of classical languages.

The study of lexical, morphological and syntactic features of the texts of Catholic epistles written in Latin was conducted by A. Persig (2021). The relationship between Greek texts and their Latin features was also investigated. A statistical analysis of the lexicon used in the translation of the Vulgate and *Vetus Latina*. When studying the main features of teaching classical languages in the theological educational process, it was proved that for theological education, first of all, it is important to master basic skills in classical languages, since this knowledge is necessary for understanding the texts of divine services, religious vocabulary, and the historical context of the development of religious thought in the world. Therefore, the basics of teaching Latin and ancient Greek in the study of theology primarily concerned such aspects as understanding

teaching methods and strategies, forming linguistic competencies, discussing the relationship between linguistics and religion, using and developing innovative technologies. The issues that were considered by modern researchers were related to educational processes in schools and higher educational institutions that provide classical education.

CONCLUSIONS

A study of classical languages in teaching at the theological faculties of King Danylo University and the John Paul II Catholic University of Lublin showed that the training is mainly aimed at translating Latin and ancient Greek sources, studying terms related to religious topics. After mastering the general course of classical philology, students should understand the basic grammatical structures and syntactic constructions, know orthoepic and spelling rules, and be able to distinguish aphorisms and phraseological phrases in texts written in classical languages. The purpose of training specialists in theology is to translate textbook texts, classical and medieval works, and the legal texts of the 17th and 18th centuries. In Ukrainian higher educational institutions, training in classical linguistics includes the study of orthoepic norms (pronunciation, diphthongs, stress, long and short syllables, proclitics and enclitics), phonetics (long and short, vowels and consonants), historical linguistics (development of languages), morphology (grammatical structure, specifics of grammatical categories of nouns, verbs, adverbs), syntax (syntactic attributes of verbs, features of the use of cases and subordinate clauses, coordination of members and word order in a sentence). There is still a need for active practice of reading and translating texts, in particular the New Testament written in ancient Greek, abstracting and compiling annotations to textbook works, improving spelling and writing skills, and retelling texts. The main teaching methods are both traditional and interactive, in particular blitz surveys, games, case studies, and problem-based search methods.

The curriculum of classical languages in Polish higher educational institutions focuses on such philological fields as historical linguistics (conditions of language development and formation), orthoepy (alphabet, stress, pronunciation features), vocabulary (study of lexical minimum, phraseological expressions), syntax (functions of different members of a sentence, simple and complex sentences, peripheral constructions), grammar (study of inflections, features of adjective creation, conjugation, verb methods). Theologian students should read and translate texts, including theological, medieval Christian ones, and compare Latin and Greek versions of religious texts. A special feature of the curriculum in Poland, in contrast to the Ukrainian programme, is the use of an inflectional approach to the study of classical languages and an emphasis on historical linguistics and comparative studies (comparison of Latin, Ancient Greek, and modern European languages). Among the educational tools used are both traditional (textbook, dictionary, encyclopaedia) and interactive materials (videos, training programmes). The priority tasks in further

research may be to study the main standards of teaching classical languages in various fields, develop new programmes and methods to improve educational outcomes in Latin and ancient Greek, compare the experience of different countries in training specialists in classical philology.

None.

None.

ACKNOWLEDGEMENTS

CONFLICT OF INTEREST

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Особливості вивчення класичної грецької та латинської мов у процесі викладання богослов'я

Анотація. Необхідність дослідження характерних рис викладання класичних мов у межах богословської освіти зумовлена передусім постійними змінами підходів щодо освітніх методів та стратегій, зокрема щодо лінгвістичної підготовки спеціалістів. У цій роботі було використано такі методи, як педагогічний та контекстуальний аналіз, порівняльно-зіставний та аналітико-синтетичний методи. Метою цього дослідження було вивчення особливостей викладання основ класичних мов у вищих освітніх закладах на богословських спеціальностях. З огляду на це, було здійснено аналіз українських та польських навчальних програм із класичної лінгвістичної підготовки. Зокрема було вказано, що основною метою вивчення латинської та давньогрецької мов є вміння перекладати класичні художні твори та релігійні тексти. Аналіз навчальних програм показав, що основними його характеристиками стали такі, як вивчення афоризмів та крилатих фраз, лексичного мінімуму (до 300 слів), увага до синтаксичних конструкцій, формування орфоепічних та орфографічних навичок, поєднання традиційних та інтерактивних методів та навчальних матеріалів, переклад текстів, різних за жанром, стилем та часом написання. У польських навчальних програмах більше уваги було приділено історичній лінгвістиці та компаративістиці, зокрема порівнянню латинської та давньогрецької мов, а також інших європейських мов. Було вказано основні підтеми мовознавчих розділів: орфоєпії (вимова, наголос, дифтонги, алфавіт), фонетики (голосні та приголосні, довгі та короткі звуки), морфології (граматичний устрій, граматичні категорії, флексії, дієвідмінювання), синтаксису (узгодження підмета та присудка, порядок слів, перифрастичні конструкції, функції членів речення, специфіка підрядних речень). У подальшій науковій перспективі цю роботу можна використовувати для розробки нових освітніх програм для покращення класичної підготовки студентів, порівняння освітнього досвіду при викладанні латинської та давньогрецької мов у різних сферах

Ключові слова: богослов'я; навчальна програма; переклад; лінгвістичні вміння; релігійні тексти