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## **BILINGUAL TEACHING OF ENGLISH AND LATIN WITH THE STUDENTS MAJORING IN AGRONOMY**

**ПІДГОТОВКА МАЙБУТНІХ ФАХІВЦІВ У ГАЛУЗІ АГРОНОМОВІ В КОНТЕКСТІ  
ДВОМОВНОГО НАВЧАННЯ**

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**Abstract.** The present paper aims at determining the strategies for effective bilingual teaching of Latin and English with the students majoring in agronomy. These subjects are studied during the first year at technical university. Such bilingual classes can be incorporated in foreign language curriculum during the second (spring) semester when profession-based foreign language is studied. Parallel learning can benefit successful developing grammar and vocabulary skills. The comparative method in bilingual language learning can assist students' analytical thinking and obtain in-depth knowledge.

**Keywords:** Latin, English, learning, curriculum, bilingual teaching

### **Introduction.**

Recently the bilingual learning model is becoming more and more popular in intercultural interaction environment. The term "bilingualism" considers the proficiency and the use of two languages, and the degree of proficiency in a particular language may be different, as opposed to monolingualism (first or native language) and multilingualism. It is a kind of learning when it is possible to use more than one language as a means of teaching. Bilingual learning refers to the type of enrichment training. It can be used in teaching any subject. However, overseas experience shows that the most appropriate subject for the implementation of bilingual learning is geography, because it is linked to students' perceptions of the world. In addition, while teaching this subject different visual means may be used and the content of the teaching of this subject presents unlimited opportunities for intercultural learning, as students are introduced to different regions (geographical areas) of the world and, thus, to different cultures.

It proceeds from the foregoing that the bilingual approach is the use of two languages as a language learning environment or "intermediate language" (it can be the first, second or native language). In this case, the nature and proportion of each language varies depending on the program, goals and requirements. Bilingual training does not have to be aimed at teaching bilingual skills. Any effective bilingual program aims at developing the "intermediate language" skills used as a learning environment [Yudakin, 1991].

Bilingual approach to teaching the foreign language in higher school is becoming more and more relevant according to profession-based learning in technical university. This approach not only helps to form the competence of the future experts, but also contributes to the development of such qualities as motivation in learning,



independence and activity. The issue of bilingual approach to teaching students majoring in Medicine was studied by Buharina T.L., Lyubomudrova T.A. [Lyubomudrova, 2012; Bukharina, Ivanova, Mikhina, 2006]. The scientists came to a conclusion that bilingual education improves general language training and foreign language proficiency for special subject purposes, deepens subject training and intercultural learning, as well as encourages foreign language learning.

The aim of the present paper is to determine the strategies for effective bilingual learning (Latin and English) with the students majoring in agronomy.

I teach English at State agrarian and engineering university in Podillya with the students majoring in agronomy. According to the curriculum both languages are studied during autumn and spring semesters. It is known that 60 percent of the English vocabulary is the words of Latin origin. And more than 70 percent of the agricultural terms of English are Latin in origin. Learning Latin at agricultural department involves learning vocabulary, grammar. Bilingual language learning should be based on comparative method. When learning the nouns Latin nouns can be compared with the Ukrainian noun endings, while in English there are only two cases of nouns: common (the Common Case) and possessive (the Possessive Case).

Unlike the Latin language (except the inclination), the case of nouns in English cannot be defined at the end of the word: it can often be identified only by lexical meaning or by context. Studying botanical names in the Latin course provides mastering a new language material with a large number of lexical units, which are vague concepts and students generally do not have an associative understanding of the subject.

Plants are called differently even within the same country and the etymology of botanical names is always interesting and multifaceted. The purpose of the Latin language teachers is to form the motivational prerequisites of conscious study of plant names in Latin. When studying botanical terms, it is necessary to start with Latin words, because if the Latin term fully or partially coincides with the corresponding word of the English language, students easily perceive and better remember the Ukrainian equivalent (Calendula-Calendula; Eucaliptus-Eucaliptus; Mentha (ae, f) piperita (us, a, um)-mint peppery; Valeriana, aefvaleriana-Valerian).

### **Conclusion.**

Everything in modern world becomes rapid and time saving and education is not an exception. That is why one of the possible ways to intensify foreign language learning, make it interesting and profession-based is to start bilingual classes. They can be used as a part of general foreign language curriculum on the experimental basis. Latin and English are taught at the same time in technical university. The educational process can benefit from learning profession-based topics such as names of the plants and seeds, fertilisers and weeds in terms of bilingual learning.

From all of the above we can come to a conclusion that comparative method in the process of learning Latin and English enhances the analytical activity of students and transfer of the mastered analytical operations to a new language material.

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**Анотація.** Данна стаття спрямована на визначення стратегій ефективного двомовного викладання латинської та англійської мов для студентів спеціальності агрономія. Ці предмети вивчаються протягом першого року в технічному університеті. Такі двомовні заняття можуть бути включені в навчальну програму з іноземних мов протягом другого (весняного) семестру під час вивчення професійного циклу іноземної мови. Паралельне навчання може принести користь успішному розвитку граматичних навичок та збільшенню словникового запасу. Порівняльний метод в контексті двомовного навчання можуть допомогти студентам розвивати навички аналітичного мислення та отримати глибокі знання.

**Ключові слова:** латинська, англійська, навчання, навчальний план, двомовне навчання