

The role of the Latin language in the development of students' analytical thinking

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Abstract. *This article explores the role of the Latin language in developing students' analytical thinking skills in higher education. While traditionally viewed as a "dead" language, Latin continues to serve as a powerful cognitive tool. Its logical grammatical structure, absence of fixed word order, and rich morphological system stimulate attention to detail, structured thinking, and linguistic analysis. The article also discusses effective didactic strategies, such as problem-based learning and heuristic methods, which further enhance analytical abilities. From a psycholinguistic perspective, Latin fosters rational language processing and cognitive development, making it a valuable component of academic and professional training [5; c.105].*

Keywords: *Latin language, analytical thinking, cognitive development, grammar analysis, higher education, problem-based learning, psycholinguistics, logical structure, language instruction, morphology.*

Latin is traditionally regarded as a "dead" language, but its role in modern education remains relevant. In higher education institutions, Latin is taught not only as a tool for mastering terminology (medical, legal, theological, etc.), but also as a means of developing students' cognitive skills. Its function in shaping analytical thinking is especially important, as this is a fundamental component of academic success and professional training.

1. Latin as a Model of a Logical System.

The grammatical structure of Latin requires students to constantly analyze syntactic and morphological relationships. The complex system of declensions and conjugations forces students to continually correlate grammatical forms, which enhances attention to detail.

The absence of a fixed word order encourages comprehension based on grammatical function rather than word sequence, as is common in modern languages.

The system of Latin prefixes and suffixes teaches students to recognize word structure, fostering morphological analysis as part of analytical thinking.

Thus, Latin becomes a kind of "logical game," where understanding the text requires the application of deduction, analysis, and synthesis [4; c.34].

2. Development of Skills in Analysis, Comparison, and Systematization.

In the process of learning Latin, students:

- compare grammatical phenomena with those in their native and other languages;
- analyze sentence structures, which supports the development of structured thinking;
- systematize language material according to types of declensions, cases, conjugations, tenses, and so on.

These skills are easily transferable to other areas of activity, such as legal document analysis, medical diagnosis, philological text interpretation, etc [1; c.89].

3. Didactic Strategies that Promote Thinking Development.

Effective Latin instruction should be focused not only on rote memorization but also on:

- problem-based learning, where students independently determine grammatical structures;
- situational analysis, such as translating excerpts without prior context;
- heuristic methods, which encourage the discovery of grammatical patterns;
- logical-semantic tables and diagrams that help visualize grammatical relationships [2; c.67].

These methods activate not just reproductive but productive thinking, which is a key feature of an analytical approach to learning.

4. Psycholinguistic Aspects.

From a psycholinguistic perspective, Latin, as a "dead" language, does not evoke emotional associations in students, allowing them to focus entirely on its logical structure. This creates favorable conditions for rational processing of language material. Additionally, studying Latin requires the simultaneous use of long-term and working memory, thereby training the cognitive mechanisms involved in analytical processing.

Latin is not only a carrier of cultural and terminological heritage but also an effective tool for developing analytical thinking. Due to its logically structured nature, Latin helps students learn to recognize systems, identify connections between elements, analyze, compare, and draw conclusions. Therefore, Latin instruction in higher education serves not only an educational but also a cognitive-developmental function, which is particularly valuable in preparing future professionals [3; c.78].

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