



Содержание обучения латинскому языку в российских гимназиях в XIX – начале XX вв.

Т. А. ПАРШУТКИНА, У. И. ТУРКО, Л. Н. ЩЕРБАТЫХ

АННОТАЦИЯ

Введение. В современном российском образовании остро встает вопрос о повышении статуса гимназии с целью вернуть ей роль ведущего центра языковой подготовки, как это имело место в Российской империи, где классическим языкам, и в первую очередь латыни, уделялось большое внимание. В XIX в. изучение латинского языка считалось неотъемлемой частью формирования образованного человека, ключом к пониманию европейской культуры и науки. Латинский язык как учебный предмет гимназического образования был связующим звеном междисциплинарной интеграции и позволял получать прочные лингвистические навыки и историко-культурные знания. *Цель данного исследования* – анализ содержания обучения латинскому языку в российском гимназическом образовании в XIX – первых двух десятилетиях XX вв.

Материалы и методы. Исследование базируется на комплексном анализе широкого круга исторических источников. К ним относятся учебная литература, руководства для учителей и педагогические труды, издававшиеся в XIX в. Методологическую основу работы составляет системный исторический подход, который дал возможность рассмотреть обучение латинскому языку как целостную систему, включающую цели, содержание, методы и результаты.

Результаты. С учетом анализа основных нормативных документов XIX в., регламентирующих образовательную деятельность гимназий рассматриваемого в статье периода, анализируется содержание обучения латинскому языку. Выделяются аспекты содержания обучения латинскому языку в российском гимназическом образовании XIX в.: лингвистический, литературный, историко-политический и межкультурный. Изучение латинского языка не только закладывало прочный фундамент в области филологии, но и служило проводником в мир античной литературы, истории, науки и философии, способствуя формированию образованной, культурной и широко мыслящей личности.

Заключение. Выделенные аспекты содержания обучения латинскому языку в гимназическом образовании XIX века, их рефлексивное осмысление будет способствовать эффективной организации образовательного процесса, направленного на интеллектуальное и духовно-нравственное развитие учащихся, на подготовку личности с широким диапазоном разносторонних знаний. Понимание этих аспектов позволит более осознанно подойти к решению современных задач по возрождению и укреплению позиций гимназического образования как центра языковой подготовки.

КЛЮЧЕВЫЕ СЛОВА

гимназии XIX в., языковое образование, древние языки, обучение латинскому языку, содержание гимназического образования, развитие личности

Для цитирования: Паршуткина Т. А., Турко У. И., Щербатых Л. Н. Содержание обучения латинскому языку в российских гимназиях в XIX – начале XX вв. // Перспективы науки и образования. 2026. № 1. С. 605–618. <https://doi.org/10.32744/pse.2026.1.37>

Поступила: 17.07.2025 | Одобрена: 11.09.2025 | Опубликовано: 28.02.2026



Лицензия «С указанием авторства — С сохранением условий». Позволяет перерабатывать, исправлять и развивать произведения при условии указания авторства и лицензирования производных работ на аналогичных условиях.



The Content of Latin Language Teaching in the Russian Gymnasiums in the 19th and Early 20th Centuries

T. A. PARSHUTKINA, U. I. TURKO, L. N. SHCHERBATYKH

ABSTRACT

Introduction. In the modern Russian education, the question of raising the status of a gymnasium in order to return it the role of a leading center of the language training, as was the case in the Russian Empire, where the classical languages, and primarily Latin, occupied a special place. In the 19th century, the study of the Latin language was considered an integral part of the formation of an educated person, the key to understanding the European culture and science. The Latin language as an educational subject of the gymnasium education was a link between the interdisciplinary integration and made it possible to gain solid linguistic skills and the historical and cultural knowledge. *The purpose of this study* is to analyze the content of teaching the Latin language in the Russian gymnasium education in the 19th and first two decades of the 20th centuries.

Materials and methods. The study is based on a comprehensive analysis of a wide range of the historical sources. These include the educational literature, the teacher manuals and pedagogical works published in the 19th century. The methodological basis of the work is a systematic historical approach, which made it possible to consider the Latin language education as a holistic system, including the goals, content, methods and results.

The results of the study. Taking into account the analysis of the main regulatory documents of the 19th century regulating the educational activities of the gymnasiums of the period considered in the article, the content of teaching the Latin language is analyzed. The aspects of the content of teaching the Latin language in the Russian gymnasium education of the 19th century are distinguished: linguistic, literary, historical, political and intercultural. The study of the Latin language not only laid a solid foundation in the field of philology, but also served as a guide to the world of the ancient literature, history, science and philosophy, contributing to the formation of an educated, cultural and broadly thinking personality.

Conclusion. The highlighted aspects of the content of teaching the Latin language in the gymnasium education of the 19th century, their reflective comprehension will contribute to the effective organization of the educational process aimed at the intellectual, spiritual and moral development of the students, at training a personality with a wide range of the versatile knowledge. Understanding these aspects will make it possible to more consciously approach the solution of the modern problems of reviving and strengthening the position of the gymnasium education as a center of the language training.

KEYWORDS

gymnasiums of the XIX century, language education, ancient languages, teaching the Latin language, the content of the gymnasium education, the development of personality

For Citation: Parshutkina, T. A., Turko, U. I., & Shcherbatykh, L. N. (2026). The Content of Latin Language Teaching in the Russian Gymnasiums in the 19th and Early 20th Centuries. *Perspektivy nauki i obrazovaniya = Perspectives of Science and Education*, (1), 605–618. <https://doi.org/10.32744/pse.2026.1.37>

Received: 17 July 2025 | Approved: 11 September 2025 | Published: 28 February 2026



This is an open access article distributed under a Creative Commons Attribution-ShareAlike International License (CC-BY-SA 4.0) that allows others to share the work with an acknowledgement of the work's authorship and initial publication in this journal

INTRODUCTION

In today's world, cross-cultural communication and interaction skills are key to international understanding. The European Union, which unites different languages and cultures – is a vivid example of the implementation of the principle of "Unity in diversity". It contains the idea of "unity without uniformity and diversity without fragmentation", suggesting that our differences enrich the human interactions, rather than divide us [1]. This principle applies not only to the European cultural space, but is also reflected in a broader, global context. In the field of the language education, plurilingual/pluricultural competence is becoming increasingly important [2]. In this regard, the educational institutions offer a wide range of the language programs that go beyond the study of a traditional foreign language (English, French, Spanish, Italian, Russian).

In the light of the growing linguistic diversity and the transnational mobility, the need to reform the teacher education is recognized in order to prepare future teachers to work with the students who speak several languages [3]. Studies show that teachers find it difficult to cope with the problems in the context of the multilingual students due to the insufficient training and misconceptions about multilingualism [4]. Therefore, the need to strengthen the subject-language integrated learning is discussed [5].

Among many educational institutions, gymnasiums occupy a special place in language training. Despite the fact that many of them have now included a number of the modern subjects in their curricula, the "core" of education remains unchanged: the main goal of the gymnasium is still in-depth preparation for the elite university education [6].

Language education in a modern gymnasium aims to comprehensively prepare students for the requirements of a multipolar model of the world. The main attention in this educational institution is paid to the development of the high-level communicative competence. This concerns, first of all, the ability to actively carry out the interpersonal and intercultural communication [7].

A gymnasium offering a variety of the language programs is faced with the task of creating a synergistic network of the acquired knowledge and skills, motivating the students to learn different languages throughout their lives. In addition, the programs introduce you to the Western European culture, with the texts that provide information about the ancient world [8].

Gymnasiums play a significant role in the history of Russia and are considered a symbol of humanistic education. This type of institution has long established itself as a center of the high educational results. These institutions pay as special attention to the classical languages, especially Latin.

The Latin Language discipline responds with a great innovative spirit to the changes in the school's educational landscape. In particular, the modern technologies are used in teaching, for example, ChatGPT [9], the artificial intelligence [10], image generators for the text visualization [11, p. 14], digital learning platforms (for example, Padlet) [12]. The Cambridge Latin Language Course (CLC) for self-directed online learning should be noted [14].

Latin has a high potential for cross-cultural learning focused on multilingualism. As a result, there are initiative proposals all over the world aimed at reviving the teaching of Latin. They range from the school programs to the university courses. An example is the Pons Latinus research project at the W. von Humboldt University of Berlin, which is a subject-integrated learning model that combines the didactics of German and Latin [13].

In one of the city schools in Cambridge, 8th grade students have the right to choose Latin, French or German as a second foreign language and pass it at the final stage of their secondary school education. The educational institution uses the Cambridge Latin language course, which combines socio-historical and paralinguistic material [15, p. 38]. In general, 7 % of the students have the opportunity to study classical subjects, and their parents can pay for their education [16, p. 2].

The value of the subject "Latin language" is largely determined by its content. Along with the language work, i.e. acquiring the knowledge in the field of vocabulary and grammar, developing the skills in translating original Latin texts, studying the culture of the Ancient World is a central part of learning Latin. After all, to understand the original Latin texts, it is important not only to have a solid vocabulary and grammar knowledge, but also to activate historical and cultural knowledge. For

example, the story of the ancient Roman poet Ovid about the visit of the legendary singer and the musician Orpheus to the underworld in search of his wife Eurydice can only be understood by those who are at least in general terms familiar with the ancient ideas about death and the underworld. Today, when people talk about "Sisyphean labor," "devil's advocate," or "gifts of the Danaeans," anyone familiar with the ancient traditions can grasp the full meaning of what these concepts mean.

Currently, there is an active debate about whether the Latin language has lost its practical necessity, or whether it is a valuable cultural and the educational resource that deserves to be re-studied in schools.

Latin is gaining a special place in many fields of the knowledge due to its importance as an international scientific language; it is used in the modern mass media, literature and entertainment [17].

Proponents of the revival of the Latin language emphasize the important role that it plays in the humanitarian education and the cultural development. G.V. Alfimova argues that studying Latin creates a solid philological foundation that allows you to understand the roots of many modern languages, the literary works and the scientific terms. The revival of the Latin language is considered not only as an educational tool, but also as a contribution to the cultural identity and the intercultural dialogue [18]. A.E. Gheorghie believes that the subject "Latin language" has the necessary tools that allow you to gain in-depth knowledge of the Roman culture and civilization, show an interest in them and better understand the modernity and society [19]. The perception of the classical texts in the original language is an opportunity to learn about the world around you. It should be recognized that "true education is more than the study of the facts and overcoming artificially created barriers" [20, p. 3].

In an era when the education is becoming more focused on the pragmatic competencies, reflection on the content of teaching Latin makes it possible to reasonably conduct a discussion about the goal-oriented potential of this subject. Studying Latin contributes to a deep understanding of the modernity with its rapidly changing didactic models, and provides the valuable impulses for the successful development of education. This is especially noticeable in relation to the history of teaching Latin in the Russian schools in the pre-Soviet period, when this subject had a special, high status.

MATERIALS AND METHODS

The research is based on a wide and diverse source base. Reference to the primary sources (grammar school charters, educational literature, teachers' manuals and pedagogical works), which reflect the theoretical and practical aspects of teaching Latin in the XIX – early XX centuries, gives credibility to this work.

In the study, the authors used the scientific and pedagogical methods of analyzing the theoretical and methodological literature, archival materials, as well as a systematic historical approach to characterizing the content of Latin language teaching in the Russian gymnasium education.

To cover the content of Latin language teaching in the Russian gymnasiums in the 19th and early 20th centuries, we turned to the works of the scholars involved in the history of the gymnasium education. In particular, the works of such authors as I.A. Aleshintsev, D.V. Baranovskaya, M.N. Vetchinova, A.V. Kamygina, S.N. Maksimova, L.Yu. Nikshikova and others were studied. These researchers comprehensively reveal the various aspects of teaching the European foreign and ancient languages in the Russian gymnasiums. An important fact for achieving this goal was the research of I.A. Aleshintsev [21], which presents the historical path of the development of the gymnasium education in Russia, due to the social, political and cultural factors. The results of a study by D.V. Baranovskaya [22] in the field of the Russian gymnasium language education in the late XIX – early XX centuries show that gymnasiums as an independent type of the educational institutions were the optimal organizational form that could function effectively in the socio-cultural conditions specific to Russia.

The works devoted to the didactic aspects of language teaching are of the considerable interest for our research. One of them is the study of A.V. Kamygina [23]. It reveals the process of changing the approaches to teaching, the features of the methods that contribute to the effective language training in the Russian gymnasiums. In her dissertation [24], devoted to the historical and pedagogical

aspects of teaching foreign languages in Russia, L.Yu. Nikshikova conducted an in-depth analysis and identified the key methodological approaches that were used in teaching the European foreign languages in the XIX – early XX centuries.

An important source for our research is the work of S.N. Maksimova [25]. The author drew our attention to the teaching of the ancient languages in the Russian classical gymnasium of the XIX – early XX centuries, considering them an important pedagogical tool that performs a number of functions. S.N. Maksimova highlighted their formal and developmental function, implying the development of the logic and analytical abilities, cultural studies, allowing a deeper understanding of the history and heritage of other peoples, and worldview, contributing to the formation of a complete picture of the world. Researcher M.N. Vetchinova points out that in the Russian gymnasiums of the second half of the XIX – early XX centuries, the study of the languages, including the ancient ones, pursued not so much the goal of teaching the students to speak them fluently, but rather to immerse students in the world of the ancient culture [26]. Taking into account the research data, we analyzed the content of the Latin language teaching in the Russian gymnasiums in the XIX – early XX centuries, highlighting the fundamental aspects that make up its structure.

RESULTS

The language education in the gymnasiums of the 19th and early 20th centuries was not only a means of transmitting the language knowledge, but also a tool for the moral and spiritual development of the individual, promoting his cultural growth and preparing for the active participation in the public life.

In 1804, the Ministry of the National Education was established, one of the areas of work of which was the development of the unified programs and curricula for the educational institutions. Beginning in 1811, the process of transforming the provincial main public schools into gymnasiums began. This year can be considered the beginning of the mandatory introduction of Latin into the educational process of Russian gymnasiums.

The main idea of the educational organization of the gymnasium course was the moral education of "citizens according to the duties and benefits of each state" [27, p. 42].

The "Charter of the Educational Institutions", adopted on November 5, 1804, was designed for four classes of the gymnasium education. According to the normative document [Ibid., p. 43], Latin was studied from the first grade. Students learned the grammatical rules of the Latin language and were engaged in translations from the source language into Russian. In the second grade, the course program became more complex, as high school students began to read the works of the classical prose writers "with fragmenting the beauties of the syllable", and also made a translation, but from their native language into Latin. In the third grade, the program became even more difficult, as the students had to read the poetry texts in the original language and compose essays in Latin. The lesson in gymnasiums lasted an hour and a half.

It should be noted that Latin had a high status due to the fact that, as noted in the document entitled "Historical note on the state of the Tobolsk Gymnasium...", "knowledge of the Latin language proves the acquisition of the deep and solid information in literature in general, history, archeology, mythology and other similar sciences" [Ibid., p. 50].

For the entire period of study in the gymnasium course, the total number of the lessons per week was 16 lessons of Latin, French, German, and the ancient Greek for those who wish. But the charter of the high schools in 1804 showed its inconsistency, as it was encyclopedic and with a large amount of the educational material, but a small number of lessons did not allow you to get a thorough knowledge. In addition, the universal grammar was excluded from the course.

The new constituent document, "Charter of high schools and colleges of the counties and parishes, consisting in the department of the universities: St. Petersburg, Moscow, Kazan and Kharkov" [28], approved on December 8, 1828 and valid until 1864, was designed to solve the problem of the encyclopedic content and distribute the burden of studying the subjects for a longer period. The term of the study in the gymnasiums was extended from 4 to 7 years.

Under the new Charter, more attention was paid to the classical languages, especially Latin, than to the "new" European languages.

At one of the meetings of the "committee for the review of the resolutions and institutions for the Ministry of the Public Education", Count Yakov Efimovich Sivers (1771–1808), a moderate supporter of the classical gymnasium education, expressed that the ancient languages, along with mathematics, "should form the main and the essential part of the curriculum of high schools" "as the most reliable foundation for learning and as the best way to raise and strengthen the spiritual strength of the young men" [21, p. 118].

The "States and report cards" of the Charter fixed the weekly distribution of the foreign language lessons in the following number. In high schools with the ancient Greek language, Latin was taught from the first to the fifth grades – 4 lessons each, in the sixth and seventh – 3 lessons each, so for the entire seven-year educational cycle, students devoted 26 lessons to learning Latin during the week. The ancient Greek was taught from the fourth grade for 5 lessons per week, which was 20 lessons per week for the entire period of the study, in contrast to French and German, which were given a total of 18 lessons.

In high schools without ancient Greek, Latin was taught in the fourth and fifth grades for 4 lessons, and in the sixth and seventh – for 3 lessons. The weekly number of the lessons for the entire gymnasium course remained the same – 26. The study of German was given 18 lessons, and French – 12 lessons.

The main task of the teacher is to convey to the students that teaching is "only a guide for achieving the knowledge, which is acquired only by their own efforts" [28, p. 62].

The task of the Latin teacher was to pay more attention to the more explanation and frequent repetition in the lower grades, as well as "by means of the questions and tasks, to teach children to reason, to think, in a word, to act with their minds" [Ibid.]. In the higher classes, it was necessary to strengthen the mental work of the students, and therefore, as stated in the Charter, "the simple dictation of the lessons, which serves only to mechanically learn by heart, is in no case allowed" [Ibid.].

The program of the seven-year gymnasium course of studying the Latin language was as follows [27, p. 91–92].

In the first grade, the students were engaged in reading and penmanship, while at the same time getting acquainted with the brief rules of the declension and conjugation. High school students learned the Latin words, translated the simple articles from the anthology, according to the primer.

In the second grade, "the initial foundation of the language according to the Belustin manual" was added to reading and penmanship. In the second half of the year, we translated texts from Latin into Russian from the same author's anthology.

In the third grade, the textbook of Nikolai Fyodorovich Koshansky (1784/1785–1841) was used as a textbook. They worked on it "up to the notes on conjugations with the study of the grammatical rules". The main form of the work is the study of the Latin words, prayers, the translation of the articles from the source language, and from the native languages at the teacher's choice.

In the fourth grade, they finished studying the etymology and moved on to the syntax (according to N.F. Koshansky's grammar). The main form of the work is the translation of the texts from N.F. Koshansky's anthology from Latin to Russian with the grammatical analysis and memorization of the words; as well as the translation from Russian to Latin of the texts under the guidance of Nikita Fyodorovich Belyustin (1784–1841), from Latin to Russian – the texts at the discretion of the teacher (for example, the letters of Cicero).

In the fifth grade, we continued to work on the syntax, parse and apply the rules. The texts about the 14 first generals of the Roman historian Cornelius Nepos were used as the translation material, and the new words were taught. For the translation from Russian into Latin, they turned to articles from the anthology of N.F. Belustin, from Latin – to the letters of Cicero or the works of Phaedrus and Sallust and other authors.

In the sixth grade, they were engaged in the syntax repetition (according to the guidance of N.F. Koshansky), studied the rules of the Latin prosody and metrics, chanted the poems, and continued to translate the texts by Cornelius Nepos with parsing and studying the words.

In the seventh grade, they translated the speeches of the Roman orator and philosopher Cicero and the work "Aeneid" by the Roman poet Virgil.

The memoirs of P.S. Pautov, who graduated from the gymnasium course in 1847, and then became a supervisor of the Tobolsk gymnasium in the 1860s, about the pedagogical activity of N.Yu. Kozlovsky are preserved. This teacher received a Ph. D. in Physics and Mathematics from the University of Vilna, and was appointed in 1839 as a Latin language teacher at the Tobolsk Gymnasium. In 1844, for the diligent performance of his duties, he received a commendation from the Minister of the National Education.

"N. Y. K. taught Latin in the lower classes, most of all leaned on memorizing the words, Latin declensions and conjugations. The words in blank notebooks were selected in this way: floribus thema flos, significat rossice – a flower, put in the plural, in the dative case" [Ibid., p. 130]. The purpose of teaching Latin was to learn grammar. The teacher practiced the method of questioning the grammatical material. When answering a question about the declension or conjugation, the high school students had to put their books and notebooks in the table, and the interviewee had to quickly name the correct grammatical form. If he found it difficult, the question was answered by another student. N.Y. Kozlovsky gained fame among the students as a good teacher, whose subject was loved. Thanks to this teacher, N.F. Belustin's grammar, which accompanied the students throughout the entire gymnasium course, was favorably received by them.

The "Charter of the gymnasiums and progymnasiums", approved on November 19, 1864 [29], introduced a division into the structure of the gymnasium education, highlighting the different types of the educational institutions: classical and real gymnasiums with a seven-year term of the study and the progymnasiums with the same bias of a four-year term of study.

The latin and ancient Greek were taught in the classical educational institutions that provide the humanities education, and one of the modern European languages was always taught: German or French. The graduates of the classical gymnasiums enjoyed the right to "enter universities" [30, p. 246]. In the real educational institutions that prepared the high school students for admission to the higher specialized schools, due to an increase in the number of the lessons in the natural cycle subjects, the ancient languages were excluded, but the study of the two modern European languages was preserved.

"The charter of the gymnasiums and the progymnasiums of the Department of the Ministry of the National Education" [31] was approved on July 30, 1871 and was used until 1918.

According to the new document, the largest number of the hours was devoted to studying the ancient languages. In the Curriculum, they accounted for 40 % of the time. The total number of the weekly lessons for the entire period of the study in the educational institutions with one ancient language. Latin, was 32 lessons, while 24 lessons were allocated to French and 16 to German. In high schools with the two ancient languages, the distribution of the lessons was as follows: Latin – 42, the Ancient Greek – 33, French and German – 19 each.

However, such an increase in hours spent studying the ancient languages revealed a lack of the trained teachers, so the teachers from Europe were invited to perform the pedagogical functions.

A close attention to the study of the ancient languages in accordance with the education reform of 1871 is not accidental. For a long time in Europe and Russia, Latin and the ancient Greek formed the basis of the high-quality education, because they were "the ideal gymnastics for the mind", brought up "a truly thinking, educated person ... formed the main skill for the education – the ability to think, compare, perceive, analyze and assimilate the information from any field of the knowledge. Be it the Russian literature, physics or medicine" [32].

The final test in the ancient languages for the high school students provided for the control of the ability to "not only read fluently, write and translate from Latin and Greek (meaning the ancient Greek. – approx. authors), but also to interpret the philosophical writings of Cicero, the works of Ovid, Virgil, Horace" [Ibid.].

"In the teaching of the ancient languages during this period, a mostly one-sided grammatical direction prevailed, so that the passage of a detailed grammar course and the exercises in translating the individual phrases and artificially composed the passages from Russian into the ancient ones pushed the reading and explanation of the writers into the background, and the texts of the writers themselves often served mainly as the material for the oral and written grammatical studies". The modern researchers, in particular, T.Y. Brovkina et al., note [33].

More than one generation of the high school students studied according to the well-tested book of N.F. Belyustin in the gymnasium environment. In the Foreword to the book "The experience of the practical guidance in translations from Russian into Latin, with the assumption of the rules of the Latin language collocation described by Breder and Dering" [34], the author notes that the most correct way to the thoroughly study any foreign language, especially the ancient ones, is to translate from your native language into the one you are studying. It fully follows this principle. Since Latin is a dead language that is not intended for the live communication, but develops the general cultural level of the students, the book is aimed at studying the grammatical structure of the Latin language, mastering which will help the students read the texts of the Roman authors in the original language. The main method of the language learning practiced by the author is the grammatical translation.

The book can be divided into 2 parts: the first – "The rules of word combinations" – is devoted to the grammar of the Latin language, the second – "The some narratives from the Roman History selected and arranged in the Chronological order" – contains entertaining the texts for translation from Russian into Latin.

The book is a partial translation of the grammar of the distinguished German Latin scholar H.G. Breder. The texts on the Roman history are taken from the German linguist and the historian G. Dering.

In the first part, the author introduces the students to a brief grammar of the Latin language, which is set out in 79 rules. To support the theoretical material, the examples from the texts on the Roman history or winged the expressions are given, which the author accompanies with a translation.

All the necessary new words for the translation are indicated in Latin in the subscript link.

The textbook fully meets the goals of the educating a moral person, whose duty is to study well, treat the parents with respect and have the fear of God: *Initium sapientiae timor Domini. Nachalo premudrosti est' strakh Gospoden'* (lat. The fear of the Lord is the beginning of wisdom. – Editor's note) [34, p. 11].

After presenting the grammatical material, the suggestions for the translation are given, which, according to the author of the manual, "would serve as a lesson for the children both in the language and in morality" [Ibid., p. 8]. For example, *Kogda roditeli 1) vse dlya tebya delayut, 2) to ty neizvinitel'no pogreshish', 3) esli nikakikh uspekhev v naukakh ne budesh' okazyvat'* [Ibid., p. 111]. However, the content of the practical part is much broader and includes the narratives on the various topics: about the history of Rome and the world history: 10) *Pishut, chto Romul byl pervym Tsarem Rimskim* [Ibid., p. 11]; on geography: *Evropa est' men'shaya 15) iz vsekh chastey 16) sveta* [Ibid., p. 17–18]; cultural studies: 8) *Poslednim 9) goda mesyatsem nekogda 10) byl Fevral', a nyne 11) Dekabr'* [Ibid., p. 12]; about science: 28) *Khronologiya est' znanie 29) ili opredelenie 30) vremeni, v kotoroe 31) chto-libo 32) sluchilos'* [Ibid., p. 12]; virtues: 4) *Pravosudie 5) est' perveyshaya dobrodetel'; Spokoystvie 24) dukha 25) est' nailuchshaya nagrada 26) dobrodeteli* [Ibid., p. 12].

Thus, the book for the high school students was aimed at the harmonious development of the general cultural and the scientific level of the students and their upbringing in the spirit of the Christian values.

The second part of the course for translating from Russian into Latin, in addition to teaching the grammatical structure of the Latin language, also introduces the students to the Roman history.

The content of the educational material was filled with the interesting short narratives of the Roman historians, in particular Titus Livy. It should be noted that the author arranges the texts in the chronological order and they give a brief overview of the entire history of the Roman Empire, starting from the division of the ancient Italy and ending with the reign of Octavian Augustus. In addition, it provides the etymological information about the various names related to the empire

and its inhabitants, drawing, in this regard, the historical, geographical and cultural information. The texts for the translation contain the instructive stories from the ancient Greek and Roman mythology, which allows you to get an idea of the literary heritage of the Ancient Rome.

The material was presented in proportion to the year of the study, in accordance with the principle from the simple to the complex one.

In order to master the syntactic structure of the Latin language, N.F. Belustin gives a translation of turns into Russian, taking into account the order adopted in Latin in places. This principle of the presentation reveals the structural discrepancies with the living language, but the author makes this assumption intentionally, in order to better understand the syntactic structure of the Latin language. For example: *Tol'ko prilezhnyy uchenik mozhet uchenym 19) sdelat'sya 20)* [Ibid., p. 8].

The author accompanies the sentences of each text with the words for the translation or comments on the use of the grammatical constructions. To do this, the author uses the numbering of the language turns and provides a subscript translation: *Gorod Rim uzhe dva raza 1) zemnym sharom 2) vladet* [Ibid., p. 156].

"A Latin textbook containing a primer, etymology, syntax, examples, and dictionary" [35] contained a summary of the course of one of the ancient languages.

Information about the alphabet was accompanied by a comparative translation into Russian. It should be noted that the information about the phonetics of the Latin language included only the necessary material for the practical development. The students were given the rules for reading the letters that do not correspond in Russian.

When introducing Syllables in Latin, the pronunciation was specified only for those that have the positional reading features. Such foresight focused the students' attention on the specifics of reading the letter combinations: *ca* [ka], *ce* [tse], etc. At the same time, the presentation of the phonetic material contained the features that differ from the modern reading of the Latin texts. So, the authors of the textbook do not give the students the information about the soft pronunciation of the letter *l* (*clamo* [klamo] – 'cry') and the *deaf pronunciation of the Greek letter s in a certain position* (*philosophus* [filozofus] – 'philosopher'). There were also no stress rules in the work, which was unacceptable for mastering the course.

The explanation of the theoretical material had references to the Church Slavonic language, which indicated the presence of the intersubject connections. The phonetic course included the etymological references on the pronunciation of the letters borrowed from Greek.

The practical part began with an exercise in reading the sentences with the words divided into syllables. The examples for reading were provided with the Latin maxims or the sentences that illustrated the general information about the world around them. It is significant that the first sentence for the students to read was taken from the Holy book for all the Christians – the Bible: *De-us cre-a-vit coe-lum et ter-ram* (lat. God created the heavens and the earth. – Editor's note) [Ibid., p. 5]. Despite the fact that the sentence was given without the translation, on the one hand, it made it possible to build a coherent system of explaining the universe, on the other hand, it blessed the students to study a new subject by appealing to God: *Bog sotvoril nebo i zemlyu. Cf.: In principio creavit Deus coelum et terram. In the beginning God created the heavens and the earth.*

Further, the students were offered a list of 77 popular expressions with a translation into Russian. The aphorisms contained the moral teachings for the younger generation, set them up for study and enlightenment, brought up virtues: prudence, hard work, modesty, sympathy for other people's troubles, a respect for the elders, reverence for God, parents, laws; warned against avarice, idleness, laziness, lies, anger, passion for money and other vices.

The phonetic material was followed by the lexical material containing the words from 22 lessons. Each lesson, however, consisted of a list of 10 words to memorize, as well as one sentence in which the mentioned new vocabulary was found. The lexical part was followed by the Lord's prayer "Our Father" – *Oratio Dominica "Pater noster"*.

The grammatical information was given in the section "Etymology" and contained the brief information about declension with the features of changing the words, conjugation of the real

and passive verbs in the indicative, subjunctive, imperative and indefinite moods, as well as the conjugation of the irregular verbs. The information was given about the participles, the prepositions used with the accusative and creative cases.

The next block of the grammatical material was devoted to syntax. This section provides the information about managing and matching the words. Each rule was accompanied by an example in Latin, which could be used as the practical material. However, in general, the book contained only a brief summary of the phonetics and grammar, so it was devoid of any other exercises, except for the translating stable sentences or the phrases with the well-known information. After the syntax was explained, the Latin proverbs and catch phrases were again given for the translation.

At the end of the textbook, the passages from the sacred history of the creation of the world, the sons of Adam, the building of Noah's Ark, the flood, the main commandments of Christ were written in Latin; short narratives and fables were included, as well as the geographical information about Italy, Spain, Arabia and Assyria, Phoenicia, the Mediterranean Sea, Africa, etc. The book ended with a Latin-Russian dictionary.

S.N. Maksimova notes that, despite the change in the number of then hours allocated for studying the ancient languages, the content of the educational material has not undergone the significant qualitative changes. Only the approaches to teaching were changed, which in turn caused a "change in goals"; "highlighting the certain educational functions of the ancient languages" and "one or another aspect of teaching"; "the structural changes in the course"; "the changes in teaching the methods"; "all of the above was reflected in the content of the ancient languages", the educational literature" [37, p. 111].

The study of the experience of teaching Latin in the gymnasiums of the XIX – first two decades of the XX centuries allows us to present the content of the main aspects of the content of its teaching.

Table 1 The aspects of the content of the Latin language teaching in the Russian classical gymnasiums of the XIX century

Aspects	Content
Linguistic aspect	Grammar and syntax: the grammatical structure of the Latin language, in particular declensions, conjugations, syntax rules and Latin prosody and metrics. The goal is an accurate command of the language in order to understand and reproduce the complex sentence structures. Vocabulary: information about the management, word compatibility, rules for the word combinations, aphorisms, the etymological aspects. Stylistics and rhetoric: the analysis of the rhetorical techniques and the stylistic features of the texts (metaphors, antitheses, parallelisms, etc.).
Literary aspect	The familiarization with the authors, the genres of the original Latin texts, the materials from the history of literature. Horace (odes and satires that give an idea of the way of life and morality of the Ancient world). Cicero (the rhetorical skills and the civic ideals). Ovid (Latin poetry and mythology) and others.
Historical and political aspect	The Latin texts of the different epochs in the original language, developing the ability to enter into a dialogue with the cultures of the past. Sallust (social problems, state crisis, the role of women in politics). Nepos (dramatic fates of the great historical figures, such as Themistocles, Thrasylus, and Hannibal). The historical information from the ancient Greek and Roman mythology. The excerpts from the sacred history of the creation of the world, the main commandments of Christ. The Roman topography.
Cross-cultural aspect	The immersion in the world of the author of the Latin texts, deep knowledge of the other people's culture and their own life world. The basic concepts: dignity, humanity, attitude to the weaker (for example, the attitude of the Romans to the defeated in war), the structure of the Roman society, the forms of the coexistence in the state and the search for the ways to achieve a successful life, personal and public space, etc.

As can be seen from the presented material, the study of the Latin language in the Russian gymnasiums served simultaneously to solve the several educational problems.

The high school students got an access to the basics of the culture, philosophy and science that emerged in antiquity and the Middle Ages. The study of the Latin language contributed to the development of the analytical thinking, linguistic accuracy and led to an understanding of the further

development of the European civilization. The topics that are an integral part of the content of Latin education and touch on such issues as the attitudes towards the weaker (for example, the attitude of the Romans to the defeated in war), the structure of the Roman society, the forms of the coexistence in the state and the search for the ways to achieve a successful life, the encouraged high school students to the reflexive activities.

The content of teaching Latin, the use of the heuristic conversations and the discussions contributed to achieving high results in this subject. When analyzing the archival sources, it was found that the students in Latin showed better results than in the new languages. For example, at the Larinskaya Gymnasium in St. Petersburg, "when translating Ovid, the students not only correctly read the hexameter, but also accurately understood this not always easy to be a poet. Mr. Kossovich's demand that the ablest students memorize poems by heart, of course, after translation and detailed analysis, deserves a full approval" [38]. In the journal of the Pedagogical Council on the academic performance in the Yelets Male gymnasium for 1879, it is noted that the students demonstrated a confident command of the skills of the translating Latin texts. In particular, they successfully coped with the works of such outstanding authors as Cicero, Virgil and Seneca [39].

DISCUSSION OF THE RESULTS

The tasks of a modern school include not only the formation of a set of the competencies among the students, but, above all, support and encouragement of the personal development, fostering a sense of the responsibility for oneself and others, as well as the ability to self-criticism. The results of this study convincingly prove that the Latin language, with its rich and multifaceted content, can make a significant contribution to solving the key problems facing the school. Our approach to highlighting the content of teaching Latin in the history of the gymnasium education is consistent with the modern research, in which the subject "Latin language" is considered as a multi-purpose educational tool: its content and means form a set of the competencies (linguistic, literary, cultural, receptive, translation) [40]. The study of Latin contributes to the development of the cognitive abilities. This subject is the key to an in-depth understanding of the modern sciences [41]. The scientists argue that the content of the Latin texts raises the fundamental questions of the human existence, allowing the students to better understand history and modernity, and gives an impulse to solve the problems of today [42]. Strengthening the teaching of Latin in schools is an important step towards raising an awareness of the future generations in many areas, such as language, culture, literature, and history. The knowledge of Latin gives their native speaker the cognitive and non-cognitive advantages, which is reflected both in the development of the language skills and the cultural awareness, as well as in the ability to reason and discipline themselves [43]. The students who studied Latin in the high school show a high academic performance in the higher education, especially in the programs that are not related to the subjects of the natural and mathematical profiles [44, p. 853].

The researchers identified the problems faced by the teachers of the "dead" languages, in particular Latin. One of them is related to the fact that the "dead" languages do not arouse much interest among the students, since they are in demand only in very specific areas [45]. This point of view draws us back to the history of teaching Latin, when it was very popular and vital. Over the centuries, various models and methods of teaching this subject were used: from the classical method with an emphasis on the grammatical aspect, to the neo-comparative method based on the analogy between the languages [46]. Focusing on the past, we analyzed the contents of teaching Latin in the Russian gymnasiums of the 19th and early 20th centuries, which allows us to rethink the value-semantic meaning of this subject, adapt the methods to the new realities of the modern life, making the learning process as effective as possible.

CONCLUSION

The inclusion of the ancient languages in the curriculum of the high schools in the 19th and first decades of the 20th centuries was an expression of the national educational thought: the desire to fit the cultural identity of Russia into the European cultural and educational context. Latin occupied a special place among other languages, and its value as a general education subject lay in the breadth of its content. The study revealed the following aspects of the content: linguistic, literary, historical-

political, and cross-cultural. It is obvious that learning Latin enriches the intellectual development of the students, expands their horizons and gives them a solid foundation for further learning and life. Its place in the secondary school, especially in a gymnasium with the advanced language training, is not only justified, but also extremely important for the formation of a fully developed personality.

ACKNOWLEDGEMENTS

The authors are grateful to the Rector of the I.A. Bunin Yelets State University, Sergey Viktorovich Shcherbatykh, for the financial support of this study.

REFERENCES

1. Unity in Diversity: Cultural Interpretations of Oneness. October 6, 2024. Available at: <https://speciesuniverse.com/unity-in-diversity-cultural-interpretations-of-oneness/> (accessed 12 August 2025).
2. Common European Framework of Reference for Languages (CEFR). Available at: <https://www.coe.int/en/web/common-european-framework-reference-languages/home> (accessed 12 August 2025).
3. Ojha L.P., Burton J., De Costa P.I. Critical teacher education for equitable learning in multilingual classrooms: a possible way forward. *International Multilingual Research Journal*, 2024, vol. 18, no. 3, pp. 197–207. DOI: 10.1080/19313152.2024.2367812
4. Yafele S. Exploring views on praxis possibilities of multilingualism in university literacy pedagogies. *Reading & Writing*, 2024, vol. 15, no. 1, pp. 1–11. DOI: 10.4102/rw.v15i1.451
5. Putjata G. Multilingualism in regular teacher education. A qualitative study with pre-post conversations and learning diaries on reconstruction of language-related notions of normality. *Journal for educational research online*, 2024, vol. 16, no. 1, pp. 16–35. DOI: 10.31244/jero.2024.01.02
6. Merry M.S., Boterman W. Educational inequality and state-sponsored elite education: the case of the Dutch gymnasium. *Comparative Education*, 2020. Available at: <https://philpapers.org/archive/MEREIA-4.pdf> (accessed 12 August 2025). DOI: 10.1080/03050068.2020.1771872
7. Thaler E. English and foreign language teaching in the German Gymnasium. *Training, Language and Culture*, 2017, vol. 1, issue 3, pp. 72–85. DOI: 10.29366/2017tlc.1.3.5
8. Manolidou E, Goula S., Sakka V. Ancient Greek for Kids: From Theory to Praxis. *The Journal of Classics Teaching*, 2023, vol. 24, pp. 3–11. DOI: 10.1017/S2058631022000253
9. Ross E.A.S. A New Frontier: AI and Ancient Language Pedagogy. *The Journal of Classics Teaching*, 2023, vol. 24, pp. 143–161. DOI: 10.1017/S2058631023000430
10. Peddar D. Utilising Generative AI in the Classics classroom. *The Journal of Classics Teaching*, 2025, vol. 26, pp. 8–13. DOI: 10.1017/S2058631024001363
11. Cavaleri D., Hersch M., Kolde A. Write like Cicero: integrating an AI-based classifier in the ancient language teaching for the idiom acquisition. *The Journal of Classics Teaching*, 2025, vol. 26, pp. 14–19. DOI: 10.1017/S2058631024000734
12. Cleary C. A Case Study Investigation of Year 8 Students' Experiences with Online Learning Through the Padlet App in a State-Maintained Girls' Grammar School. *The Journal of Classics Teaching*, 2022, vol. 23, pp. 165–175. DOI: 10.1017/S2058631022000150
13. Große M. Pons Latinus – Modellierung eines sprachsensiblen Lateinunterrichts. *Informationen Deutsch als Fremdsprache*, 2014, vol. 41(1). DOI: 10.1515/infodaf-2014-0107 (In Germ.)
14. McMillan I. Triennium Linguae Latinae: a case study of the introducing Latin to the Key Stage 3 timetable in a comprehensive school. *The Journal of Classics Teaching*, 2022, vol. 24, pp. 1–3. DOI: 10.1017/S2058631022000290
15. Bennett D. A case study into the pupil perceptions of Latin, conducted with a mixed-ability Year 9 Latin class at a comprehensive faith school. *The Journal of Classics Teaching*, 2021, vol. 22, pp. 38–46. DOI: 10.1017/S2058631021000052
16. Perale M. 'I Still See the Elitism'. Classical languages and the language of class at Liverpool. *The Journal of Classics Teaching*, 2022, vol. 24, pp. 1–8. DOI: 10.1017/S2058631022000289
17. Chinina D.S. The main spheres and functions of the Latin language in the modern world. Cand. Philol. Sci. Diss. Mytishchi, 2019. 167 p. (In Russ.)
18. Alfimova G.V. Latin language as one of the factors of the entry of Russian culture into the European cultural space. Abstract of Cand. Culturol. Sci. Diss. Chita, 2013. 24 p. (In Russ.)
19. Gheorghe A.-E. Teaching Latin language and Roman culture as a journey from present to past: an action research project at a secondary classroom. *The Journal of Classics Teaching*, 2022, vol. 23, pp. 155–164. DOI: 10.1017/S2058631022000113
20. Hodgkinson D. Classics for the Future: A Time for Reflection. *The Journal of Classics Teaching*, 2021, vol. 22,

pp. 1–3. DOI: 10.1017/S2058631021000234

21. Aleshintsev I.A. History of gymnasium education in Russia (XVIII and XIX centuries). Repr. reprod. ed. 1912, Moscow; Berlin: Direct-Media, 2021. 366 p. (In Russ.)
22. Baranovskaya D.V. Gymnasium language education in Russia in the late 19th – early 20th centuries. Foreign languages at school and university: theory and practice. Moscow, MGOU Publishing House, 2007, pp. 18–27. (In Russ.)
23. Kamygina A.V. The formation and development of foreign language education in the school of pre-revolutionary Russia. Abstract of Cand. Ped. Sci. Diss. Maykop, 2007. 21 p. (In Russ.)
24. Nikshikova L.Y. Historical and pedagogical foundations of teaching foreign languages in Russia in the 19th – early 20th centuries. Cand. Ped. Sci. Diss. Nizhny Novgorod, 2002. 238 p. (In Russ.)
25. Maksimova S.N. Trends in the development of teaching ancient languages in the Russian classical gymnasium of the XIX – early XX century. Abstract of Cand. Ped. Sci. Diss. Izhevsk, 2002. 22 p. (In Russ.)
26. Vetchinova M.N. Theory and practice of foreign language education in Russian pedagogy of the second half of the 19th – early 20th centuries. Dr. Ped. Sci. Diss. Moscow, 2009. 194 p. (In Russ.)
27. Zamakhaev S.N., Tsvetaev G.A. Tobolsk provincial gymnasium. The historical note on the state of the Tobolsk gymnasium for 100 years of its existence. 1789–1889 Tobolsk: Printing House of the Tobolsk provincial Government, 1889. 356 p. (In Russ.)
28. Charter of district and parish gymnasiums and colleges under the jurisdiction of universities. St. Petersburg, Moscow, Kazan and Kharkiv. St. Petersburg: At the Imperial Academy of Sciences, 1834. 175 p. (In Russ.)
29. Charter of gymnasiums and progymnasiums of 1864. St. Petersburg, In the printing house of Rogalsky and K, 1864. 99 p. (In Russ.)
30. Konstantinov N.A., Medynsky E.N., Shabaeva M.F. History of Pedagogics: A Textbook for Students of Pedagogical Institutes. Moscow, Prosveshchenie Publishing House, 1982. 447 p. (In Russ.)
31. Charter of gymnasiums and progymnasiums of the Department of the Ministry of National Education: Draft. St. Petersburg, Printing House of the Ministry of Internal Affairs, 1901. 40 p. (In Russ.)
32. Bondareva I. The Law of God, 4 foreign languages and a lot of mathematics: what they taught at school in the tsarist Russia. August 30, 2022. Available at: <https://lisa.ru/stil-zhizni/tradicii/773042-zakon-bozhij-4-inostrannyh-yazyka-i-mnogo-matematiki-chemu-uchili-v-shkole-v-carskoj-rossii/> (accessed 12 August 2025). (In Russ.)
33. Brovkina T.Yu., Gringmut V.A., Finkelshtein K.I. Teaching the ancient languages in the Imperial Nikolaev Tsarskoye Selo gymnasium. Ridero Publishing House, 2016. 158 p. Available at: https://ridero.ru/books/prepodavanie_drevnikh_yazykov_v_imperatorskoi_nikolaevskoi_carskoselskoi_gimnazii/freeText/#freeTextContainer (accessed 12 August 2025). (In Russ.)
34. Belyustin N. The experience of the practical guidance in translations from Russian to Latin, with the assumption of the rules of the Latin language collocation, described by Breder and Dering. St. Petersburg, Printed at the Imperial Academy of Sciences, 1817. 400 p. (In Russ.)
35. A Latin textbook, concluding primer, etymology, syntax, examples and dictionary. Moscow, In the University Printing House, 1829. 89 p. (In Russ.)
36. Chapter 1. Genesis 1:1–31. Available at: https://www.biblestudyguide.org/comment/calvin/comm_vol01/htm/vii.htm (accessed 12 August 2025).
37. Maksimova S.N. Teaching the ancient languages in the Russian classical gymnasium of the XIX – early XX century: a monograph. Moscow, The Greek-Latin cabinet of Yu. A. Shichalin, 2005. 304 p. (In Russ.)
38. The case of the revision of the success of the gymnasium students (1860 – 1866)]. Foundation 733. Inventory 162. Case 271. Sheets 88, 89. (In Russ.)
39. Journals of the Pedagogical Council on student progress and others for 1879. State archive of the Lipetsk region. Foundation 119. Inventory 1. Case 101. Sheet 40 back-p. (In Russ.)
40. Beyer A., Schauer M., Kipf St. Sprachkompetenz. U. Jesper, St. Kipf, Th. Riecke-Baulecke (Hrsg.), Basiswissen Lehrerbildung: Latein unterrichten. Hannover: Klett Kallmeyer, 2021, pp. 95–110. (In Germ.)
41. Heck E. Adapting Modern Latin Instruction: The Theoretical Application of the Second Language Acquisition Research to Ancient and Modern Latin Learners. 2023. The University of Virginia. 41 p. DOI: 10.13140/RG.2.2.14943.84643
42. Lemyk I.M. The innovative methods of teaching classical languages (using the example of Latin). *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 2022, vol. 8, no. 2, pp. 18–24.
43. Vereeck A., Janse M., De Herdt K., Hauspie C., Szmalec A., Woumans E. Does Studying Latin Make Pupils Smarter? Presenting the Field of Classical Language Impact Studies. *Classical Journal*, 2025, vol. 120, no. 4, pp. 479–519. DOI: 10.1353/tcj.2025.a959698
44. Hauspie C., Schelfhout St., Dirix N., Fonteyne L., Janse M., Szmalec A., Vereeck A., Duyck W. Does Studying Latin in Secondary Education Predict Study Achievement in Academic Higher Education?. *Language Learning*, 2024, vol. 74, pp. 853–883. DOI: 10.1111/lang.12639
45. Katz Jo., Noels K., Fitzner A. Why Learn Latin? Motivation for Learning a Classical Language. *Teaching Classical Languages*, 2021, vol. 11. Issue 1, pp. 89–129.
46. Colace R., Todino M. D., Zollo I. Latin teaching, edugame and inclusion: what interconnection? *Journal of Inclusive Methodology and Technology in Learning and Teaching*, 2024, no. 3, pp. 1–28.

Авторы**Паршуткина Татьяна Алексеевна**

(Россия, Елец)

Доцент, кандидат педагогических наук, доцент кафедры
педагогики и профессионального образования
ФГБОУ ВО «Елецкий государственный университет
им. И.А. Бунина»

E-mail: tparshutkina@mail.ru

ORCID ID: 0000-0002-3107-9191

Scopus Author ID: 58294941100

Турко Ульяна Игоревна

(Россия, г. Елец)

Доцент, кандидат филологических наук, доцент кафедры
русской филологии и журналистики

ФГБОУ ВО «Елецкий государственный университет
им. И.А. Бунина»

E-mail: selishchevskaya@mail.ru

ORCID ID: 0000-0001-8604-0457

Scopus Author ID: 57991487200

Щербатых Людмила Николаевна

(Россия, Елец)

Профессор, кандидат педагогических наук, профессор
кафедры восточных и европейских языков, перевода и
лингводидактики ФГБОУ ВО «Елецкий государственный
университет

им. И.А. Бунина»

E-mail: shcherlyd@mail.ru

ORCID ID: 0000-0003-2151-1101

Scopus Author ID: 57200564812

Author's**Tatiana A. Parshutkina**

(Russia, Yelets)

Associate Professor, Cand. Sci. (Educ.), Associate Professor
of the Department of Pedagogy and Professional Education
Bunin Yelets State University

E-mail: tparshutkina@mail.ru

ORCID ID: 0000-0002-3107-9191

Scopus Author ID: 58294941100

Ulyana I. Turko

(Russia, Yelets)

Associate Professor, Cand. Sci. (Philol.),
Associate Professor of the Department of the Russian
Philology and Journalism

Bunin Yelets State University

E-mail: selishchevskaya@mail.ru

ORCID ID: 0000-0001-8604-0457

Scopus Author ID: 57991487200

Lyudmila N. Shcherbatykh

(Russia, Yelets)

Professor, Cand. Sci. (Educ.), Professor of the Department
of the Oriental and European Languages, Translation and
Linguodidactics

Bunin Yelets State University

E-mail: shcherlyd@mail.ru

ORCID ID: 0000-0003-2151-1101

Scopus Author ID: 57200564812

Вклад авторов

Паршуткина Т. А.: концептуализация, методология,
проведение исследования, создание черновика рукописи,
руководство исследованием

Турко У. И.: концептуализация, методология, проведение
исследования, создание рукописи и ее редактирование

Щербатых Л. Н.: концептуализация, методология,
проведение исследования, создание черновика рукописи

Author's contribution

Tatiana A. Parshutkina: Conceptualization, Methodology,
Investigation, Writing – Original Draft, Supervision

Ulyana I. Turko: Conceptualization, Methodology,
Investigation, Writing – Review & Editing

Lyudmila N. Shcherbatykh: Conceptualization, Methodology,
Investigation, Writing – Original Draft

© Паршуткина Т. А., Турко У. И., Щербатых Л. Н., 2026

Авторы заявляют об отсутствии конфликта интересов

© Tatiana A. Parshutkina, Ulyana I. Turko,
Lyudmila N. Shcherbatykh, 2026

The author's declared no conflicts of interest