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MODERN APPROACHES TO THE PROFESSIONAL DEVELOPMENT OF PHILOLOGY TEACHERS' METHODOLOGICAL COMPETENCE: THEORETICAL ASPECT

ABSTRACT

The article reveals the main concept - methodical competence of Ukrainian language teachers of the secondary educational establishment - as the most important component of the professional competency of the language teacher. The dependence of the development of professional competency on the efficient and system activity of language teachers in the subject methodical and scientific-methodical types of activity has been defined. Besides, the development of Ukrainian language philology teachers' methodical competency has been presented. This competency is connected with a rational combination of traditional methods of study, analysis of certain situations of the interactive technologies of group work, and project study at every stage of the advanced training system, which is built in order to remove difficulties in the subject methodical pedagogues' activity. The specificity of the professional activity and professional training of a philology teacher consists in the organic integration of psychological-pedagogical and philological components, which are aimed at the formation of linguistic, cultural, pedagogical, psychological, literary, communicative, methodical, digital competences.

Modern methodical principles of professional training of future philology teachers are based on the key provisions of linguistics, linguocultural studies, hermeneutics, and pedagogical comparativistics. The article highlights the current trends in the development of pedagogical and philological education in the context of the integration of scientific fields; methodological and methodical principles of training of philology teachers are substantiated; the structural-content, procedural, educational-methodical, normative-legal aspects of the organization of the educational process in the foreign experience were investigated; a comparative pedagogical analysis of models and systems of professional training of philology teachers in Ukrainian and foreign experience was carried out; possibilities of creative use of progressive ideas of foreign experience in the educational space of Ukraine are argued.

KEYWORDS

Competence, competency, traditional methods, technologies, language teacher, professional competency, pedagogical competency, teacher's professional pedagogical competency, professionalism, qualification, professional activity culture.

INTRODUCTION

Key task of education is the development of thinking, aimed at the future, the renewal of the curricula in Ukrainian language of secondary and profession oriented school with the emphasis on the competence approach, in order to penetrate key competencies into the language education content and make this content application oriented. Language education in Ukraine foresees the improvement of the psychology of the study process, its demands contingency towards demands of the modern society, which requires highly educated intelligent citizens, who are able to speak fluently with each other, confirming the status of the Ukrainian language. The modern higher school can achieve this event only providing the increase of the language teaching level, solution of different methodical problems, search of new approaches to the language teaching at schools of all types.

METHOD

To implement the set tasks, the following theoretical research methods are used in the article – analysis, synthesis, systematization of scientific works in the field of pedagogy and philology, comparative pedagogy to substantiate the theoretical foundations of training future philology teachers of higher education institutions; comparison and generalization – to clarify the peculiarities of the domestic and foreign experience of training future philology teachers; and empirical research methods – observational (self-observation, observation, reflection).

DATA, ANALYSIS, AND RESULTS

The Ukrainian language is studied according to two directions: pupils' acquisition of the fundamentals of linguistic theory and the production of communicative abilities and skills. These two directions are closely connected. While determining connections of the Ukrainian language with other subjects we should consider, first of all, those connections which help to find out the origin and existence of different language phenomena and facts, reveal their essence and peculiarities more deeply. Such connections are called genetic or comparative. The willingness of Ukrainian pedagogues to implement the competence approach in the system of education has been registered in the State standards of basic and complete secondary education in the sphere "The Ukrainian language and literature" (2014), curriculum in "The Ukrainian language" for secondary and profession oriented school.

A great quantity of foreign researchers review competency approach as a methodological basis of assurance of aims, content and quality of education O. Lokshyna (Lokshyna, 2007, 2014), N. Avshenyuk, T. Desyatov, L. Dyachenko, N. Postryhach, L. Pukhovska, O. Sulyma, (Avshenyuk et al., 2014), L. Antoniuk (Antoniuk, 2016), N. Akhtamzyan (Akhtamzyan, 2003), A. Kornilova (Kornilova, 2005) and others.

V. Koval proves that the analysis of numerous approaches to the definition of the rates of the future philology teacher's efficient training gives us reasons to determine an actual structure of professional competency, which includes such competencies as: subject professional, personal communicative, and activity technological. At the same time subject professional competency includes the following competencies: information, linguistic, linguistic and didactic, communicative, foreign language, culture oriented and linguistic, literature oriented (Koval, 2013).

According to T. Hryhorenko, the implementation of the competence approach in the educational process enables the reorientation of the dominant paradigm from the transmission of knowledge, abilities and skills to the creation of favorable conditions for the formation of a set of general and subject-specific competencies in future philology teachers, which influence the development of professional orientation and readiness to perform professional and communicative activities, enable successful self-actualization and self-realization in various spheres of professional activity (Hryhorenko, 2020).

Methodological competence, which characterizes their ability to master modern didactic methods, techniques, and technologies of teaching Ukrainian language and literature, is of great importance in the professional training and professional and communicative activities of philology teachers; to plan and analyze one's educational, cognitive and pedagogical activities; outline problems and ways to overcome them; predict, generalize, popularize your experience; design, create a new methodical product. In this context, the works of T. Symonenko (Symonenko, 2006), V. Koval (Koval, 2013), where methodical competence is interpreted as the ability to design, adapt, organize, motivate, research and control training, education, development, are of practical value schoolchildren by means of an educational subject. In her opinion, general methodical competency includes skills: to analyse the content with the aim to define the volume and level of educational material, which has to be acquired; to define educational and developmental aims of the lesson; the ability to plan curriculum in terms of interconnected lessons; choose the main method of teaching for the special lesson and organize pupils' cognitive activity in accordance with its specificity; do analysis and self-analysis of the study process (lessons); organize pupils' education activity with a text book at the lesson and at home. Special teacher's methodical competency should include the ability to plan and conduct experiments, organize the solution of education tasks, and carry out laboratory and practical works taking into account their position in the curriculum depending on the main method of education in interrelation with other elements of the lesson.

While analysing the process of future Ukrainian teachers' methodical competency formation, G. Gryban and O. Kucheruk differentiate such components as general pedagogical (which are connected with self-realization in the sphere of pedagogical creativity, original modelling of the education process, creative thinking, non-standard solution of pedagogical situations, arranging and analysing of lessons, extracurricular activities) and special (which come out of the specific character of the course of Ukrainian language methodics, particularly the ability to work with educational and methodical literature, analyse difficulties in the pupils' acquisition of language and select the ways of their capability, work out innovative methods on the basis of personal and professional experience, language teaching technologies, make up the system of language and communicative exercises and tasks, prepare to writing comprehension and compositions, analyse the text from the point of view of functioning of language units in it, make projects and carry out work on different types of language mistakes) and communicative (which are connected with communication culture, technique of the emphatic speech, efficiency and generosity of communication depending on the communicative pedagogical situation) (Hryban & Kucheruk, 2003; Kucheruk, 2006).

According to the definition of the International department of standards for education, achievement and education the concept "competency" is defined as the ability to fulfil activity in the qualified way, fulfil tasks or work (Natsionalnyi tsentr doslidzhennia kulturnoho rozmaittia ta vyvchennia druhoi movy). Herewith the concept of competency

contains the complex of knowledge, skills and relations, which enable the personality to fulfil activity or certain functions in the effective way. They are aimed at the acquisition of certain standards in the sphere of profession or the type of activity. In order to make the competency assessment process easier the Department suggests determining out of this concept such indicators as acquired knowledge, skills, abilities and education achievements.

A great defining dictionary of the Ukrainian language interprets the concept competence, competent and competency by means of content duplication. In particular, competent has two meanings: "1. The one, who has efficient knowledge in some sphere, or who is well aware, smart. 2. The one, who has certain empowerment, rightful, absolute" (Busel, 2005). The interpretation of the competence is practically the same: "1. A good awareness with something. 2. The circle of empowerment of some organization, institution or person" (Busel, 2005). Competences is a more narrow concept. It is limited by the subject sphere, in which the personality is capable of carrying out professional activity. Instead of this the term competence is wider and more extensive according to the person's knowledge and skills. It is a component of general person's culture, the combination of his world outlook and the system of knowledge and skills, which assures purposeful individual activity.

Competency has corresponding essential features, caused by the constant changes in the world: in correlation with subject skills and knowledge of certain spheres, competency has an activity character of the generalized skills; it is revealed in the ability of the person to make a choice, taking into account an appropriate evaluation of the certain situation. We consider that a competent specialist is ready for changes in the future, is aimed at the further individual professional education. We define that the peculiarity of the professional competency is the fact that it is realized now, but it is oriented at the future. By this term we mean a complicated integrated quality of personality, the ability which allows the human to carry out some actions in the whole size.

We understand methodical culture of the Ukrainian language teacher as the highest form of activity and creative independence of language teacher, as a precondition for the appearance of new methodical ideas and ways of their realization. It is a subject aspect of the Ukrainian language teacher's scientific and methodical activity and it reflects his ability to use generalized methodical experience in his own methodical activity. The condition and precondition of methodical culture development is a creative activity. The mechanism of methodical culture development as a complex personal activity is reflection.

Under the influence of constant changes of the modern life the pedagogical activity of the language teacher is also being changed. The sphere of the language teacher's experience is changeable. It is not enough to teach a teacher to do only one thing, he should realize the essence and the experience of the matter, and he should follow it everywhere, he has to be able to produce new experience. These all are the functions of the methodical reflection.

In the Law of Ukraine „On Higher Education” (2014), competence is characterized as a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, worldview and public qualities, moral and ethical values, which determines a person's ability to successfully conduct professional and further educational activities, is the result of learning at a certain level of education (Pro vyshchu osvitu, 2014).

Having analysed scientific works, we can make a conclusion that a problem of the teacher's professional competency formation and development is up to date and is discussed by the scientists in the pedagogical community. There are different points of view according to the problem of the teacher's professional competency in the modern psychological and pedagogical literature. Most commonly the researchers determine competency as one of the steps of professionalism that is as the system of knowledge, skills and abilities, ways of activity, psychological qualities which are essential for the teacher in order to fulfil pedagogical activity, distinguishing a certain combination of components in the structure of competencies.

Taking into account different opinions of researchers towards the fact that self-designing course of the language teacher methodical development, his conscious orientation to the obtainment of educational result becomes essential for realization of productive Ukrainian language education at school. Such view upon the professional competency of the Ukrainian language teacher allows constructing education of the language teachers in the system of the advanced training.

In the context of the reviewed concept and terminological issues we can notice that realization of the teacher's professional competency is defined by the common semantic field of definitions as the person's ability to solve problems, which is caused by pedagogical practice: to analyse own activity of children teaching, set an aim, see the problem, define the ways of its solution, find necessary inner and outer resources for this.

All the above mentioned allows to make a conclusion on the essential specification of the concept "professional competency", which includes such units as professional pedagogical experience, professional essential knowledge, abilities and personal qualities, which allow to work as a teacher successfully.

Based upon the analysis of different approaches towards the content filling of the concepts "professional competency", "pedagogical competency" "teacher's professional pedagogical competency" we realize teacher's professional competency as an integral person's specification, which defines the pedagogue's awareness and ability to design, model his own activity in order to solve professional difficulties and typical professional tasks which appear in real situations of professional pedagogical activity using knowledge, skills, abilities, professional experience for the pupil's personal growth and his ability for further self-organization in vital activity.

Ukrainian researchers O. Semenog, V. Sydorenko substantiated the model of the Ukrainian language and literature teacher's professional competence scientifically. In it methodical competency is reviewed as component of professional competency (Semenog, 2005; Sydorenko, 2010). In scientists' opinion Ukrainian language and literature teacher's methodical competency in the sphere of knowledge, abilities and settings includes the pedagogue's acquisition of new methodical and pedagogical ideas, approaches towards educational process in the modern personal oriented, developmental, creative technologies, command of different methods and forms of organization of profession-oriented education (active, interactive, cooperative education methods, methods of work with talented and weak pupils, methods of creative stimulation of different age pupils, competency oriented, differentiation, communicative and activity, social and cultural approaches on the base of psychophysical and individual personal pupil's qualities, methods of pupils' reflexive activity management, methods

of distance education). Among the varieties of methods and tasks there are seminars, colloquiums, disputes, role games, conducted research works, problem cognitive, problem situational, constructive and creative projects, in terms of before profession-oriented training there is the formation of the pupil's portfolio, that is the evaluation of the individual pupil's achievements, the level of command of corresponding abilities, difficulties in the educational material acquisition, positive motives and so on; the ability to work with regulatory documents, education methodical materials, work out methodical text books, didactic materials, text book references for pupils in the subject Language and Literature and so on.

In our opinion, it is necessary to add to the explanation of the concept of methodical competence, suggested by researchers, one more. That is the ability of language teacher to acquire personal experience of Ukrainian language teaching consciously, show and use the best acquirements of colleagues' pedagogical experience creatively.

CONCLUSION

In such a way, structural components of the Ukrainian teacher's methodical competency are closely connected one with another. So, methodical reflexion becomes a source of development of methodical competency both in the sphere of subject methodical and science methodical activity, and methodical design is its mechanism, which assures the teacher's methodical mobility, caused by the level of development of methodical thinking and methodical culture. Methodical creativity is reviewed by us as the highest form of methodical competency development in the structure of language teacher's professional competency.

Methodical competency is a result of the goal oriented training of the language teachers in the system of advanced education up to the fulfilment of science methodical and subject methodical activity. In terms of the adoption of the new State standards of basic and complete secondary education (field of education "Languages and literature") the need of development of the language teacher methodical competency becomes more essential.

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WSPÓŁCZESNE PODEJŚCIA DO ROZWOJU ZAWODOWEGO KOMPETENCJI METODOLOGICZNYCH NAUCZYCIELI FILOLOGII: ASPEKT TEORETYCZNY

STRESZCZENIE

W artykule ujawniono główne pojęcie – kompetencje metodyczne nauczycieli języka ukraińskiego szkół średnich – jako najważniejszy składnik kompetencji zawodowych nauczyciela języka. Określono zależność rozwoju kompetencji zawodowych od sprawnej i systemowej aktywności lektorów języków obcych w przedmiotowych typach działalności metodycznej i naukowo-metodycznej. Ponadto, przedstawiono rozwój kompetencji metodycznych nauczycieli filologii ukraińskiej. Kompetencja ta wiąże się z racjonalnym łączeniem tradycyjnych metod nauki, analizą określonych sytuacji interaktywnych technologii pracy grupowej oraz badaniem projektowym, na każdym etapie zaawansowanego systemu szkoleniowego działalności pedagogów, który jest zbudowany w celu usunięcia trudności metodycznych w nauczaniu przedmiotu. Specyfika działalności zawodowej i przygotowania zawodowego nauczyciela filologii polega na organicznej integracji elementów psychologiczno-pedagogicznych i filologicznych, które mają na celu kształtowanie kompetencji językowych, kulturowych, pedagogicznych, psychologicznych, literackich, komunikacyjnych, metodycznych, cyfrowych.

Współczesne zasady metodyczne kształcenia zawodowego przyszłych nauczycieli filologii opierają się na kluczowych przepisach językoznawstwa, hermeneutyki i komparatystyki pedagogicznej.

W artykule zwrócono uwagę na aktualne kierunki rozwoju edukacji pedagogicznej i filologicznej, w kontekście integracji dziedzin naukowych; czy metodyczne zasady kształcenia nauczycieli filologii są uzasadnione; zbadano strukturalno-treściowe, proceduralne, wychowawczo-metodyczne, normatywno-prawne aspekty organizacji procesu edukacyjnego, w doświadczeniu zagranicznym; przeprowadzono porównawczą analizę pedagogiczną modeli i systemów doskonalenia zawodowego nauczycieli filologii, na podstawie doświadczeń ukraińskich i zagranicznych; argumentowane są możliwości twórczego wykorzystania postępowych idei doświadczeń zagranicznych w przestrzeni edukacyjnej Ukrainy.

SŁOWA KLUCZOWE

Kompetencja, kompetencja, metody tradycyjne, technologie, nauczyciel języka, kompetencje zawodowe, kompetencje pedagogiczne, kompetencje zawodowe pedagogiczne nauczyciela, profesjonalizm, kwalifikacje, kultura aktywności zawodowej.



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