



Ірина Розман,

кандидат педагогічних наук, доцент кафедри англійської мови, літератури
з методиками навчання, Мукачівський державний університет (м. Мукачево, Україна)

Iryna Rozman,

Ph. D.(Pedagogy), Associate Professor Department of English Language, Literature
with Teaching Methods, Mukachevo State University (Mukachevo, Ukraine)

rozmanii@ukr.net

ORCID 0000-0002-4951-0074

УДК 378:37.011.3-051:821(100):[37.016:005.336.2](045)

ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ЗАРУБІЖНОЇ ЛІТЕРАТУРИ ДО ФОРМУВАННЯ В УЧНІВ ПРЕДМЕТНИХ КОМПЕТЕНТНОСТЕЙ

Анотація. Стаття присвячена проблемі підготовки майбутніх учителів зарубіжної літератури до формування в учнів предметних компетентностей. Стверджується, що сучасні умови суспільно-політичного життя змінили формулювання «освіта на все життя» на «освіта впродовж життя». Недостатньо отримати «багаж знань» і задовольнитися ним назавжди. Майбутній учитель повинен постійно займатися саморозвитком, вивчати іноземні мови, інформаційні технології, використовувати художню літературу в новому ракурсі: переосмислюючи необхідність розвитку компетентностей. У статті актуалізовано знаннявий, діяльнісний, ціннісний компоненти, які сукупно становлять предметні компетентності майбутнього фахівця. Авторка підкреслює, що сьогодні змінюються методологічні підходи до аналізу художнього твору, увиразнює зміну методів і прийомів роботи над художнім твором (читання твору, його аналіз, використання порівняльних характеристик, хронологічних таблиць, логічних схем-конспектів, упровадження компаративного аналізу твору на уроках зарубіжної літератури, використання аудіокниги, презентації тощо). Сьогодні телекомунікації відчиняють вікна в широкий світ читання. Завдання педагога полягає в тому, щоб за роки навчання сформувати ключові компетентності – навчити учнів добирати необхідні відомості, оцінювати їх якість, проявляти вибірковість у процесі їх споживання, формувати вміння знаходити необхідні дані.

Мета статті полягає в тому, щоб обґрунтувати дослідницький аспект формування навичок розвитку усного мовлення, уміння аналізувати предметні компетентності в процесі вивчення зарубіжної літератури.

Для того, щоб навчити майбутніх учителів зарубіжної літератури орієнтуватися в особливостях художніх творів, історичному періоді їх написання, біографічними відомостями про митців, передовсім необхідно добре ознайомитися із чинною програмою із зарубіжної літератури, сконцентрувати свою увагу на поетапному освоєнні всіх її складників. Особливу увагу сконцентрувати на усвідомленні принципів складання програми із зарубіжної літератури в старших класах. У 10-11 класах розпочинається новий етап літературної освіти – творчо-критичне читання, яке буде логічним продовженням попередніх етапів вивчення художніх творів.

Ключові слова: предметна компетентність, зарубіжна література, старші класи, майбутні вчителі зарубіжної літератури.

PREPARATION OF FUTURE TEACHERS OF FOREIGN LITERATURE FOR THE FORMATION OF STUDENTS OF SUBJECT COMPETENCIES

Abstract. Extremely popular and important was the expression that we get knowledge for life. Modern conditions of socio-political life have changed the wording "education for life" to "education as long as life". It is not enough to get a "baggage of knowledge" and be content with it. The pace of development of our life is so rapid that it is necessary to constantly engage in self-development, study foreign languages, information technologies, use the experience and advice of works of art in a new perspective: rethinking the need to develop competencies that we did not think about when reading literary works at school or higher educational institution. Now we are paying attention to the knowledge component, the active component and the value component. We read the work, identified the topic, idea, system of images, used comparative characteristics, chronological tables. Then logical schemes began to appear-notes, comparative analysis, audiobooks, presentations.

Life shows that the requirements of the modern system and new approaches to the development of education are due to the fact that in a modern integrated community, both schoolchildren and students can no longer study in isolation, limiting themselves to a traditional rather closed society: teachers, friends, family.

Telecommunications open windows to the wider world. Students get access to the richest information resources of networks, the opportunity to choose the necessary material in addition to what is available in the textbook.

The task of the teacher is to form key competencies over the years of training-to teach students to select the necessary information, evaluate their quality, show selectivity in their consumption, form the ability to find the required data.

As a rule, in the process of learning, students form, first of all, empirical thinking, concepts are presented in a ready-to-memorize form, the process of their formation is not conscious, students do not master a method of action that would allow them to independently apply knowledge in practice.

The purpose of the article is to consider the communicative aspect of the formation of oral speech development skills, the ability to analyze the artistic component of literature, the active component and the value component of learning.



In order to train future teachers of foreign literature in subject competencies, first of all it is necessary to get well acquainted with the Program on Foreign literature, focus on the gradual development of all components. It is necessary to understand the principle of drawing up a Program on foreign literature for grades 10-11. In grades 10-11, a new stage of literary education begins – creative and critical reading, which will be a logical continuation of the previous stages.

Keywords: subject competence, foreign literature, senior classes, future teachers of foreign literature.

INTRODUCTION

The problem formulation. According to the concept of the new Ukrainian school, students of general education institutions should not only master the content of disciplines, but first of all acquire the necessary skills and abilities for life in society, which are important for the comprehensive development of the individual, its further formation, moral and professional growth. Competence is a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines the ability of a person to successfully carry out professional and further educational activities and is the result of training at a certain level of Education (National Educational glossary, 2014). Competence is the acquired realization abilities of an individual to work effectively.

The competence approach, which is the basis of the concept of the new Ukrainian school, consists in preparing students for modern life and future activities, in purposefully forming their key and subject competencies (Foreign literature. Program for grades, 2017, p. 3).

The methodology of teaching foreign literature as a pedagogical science is a subject that directs the social process of educational training of schoolchildren in the classroom. The social significance of methods of teaching literature is due to the fact that they are considered an integral part of the educational process in the school as a whole, so the method is closely related to didactics, which develops a general theory and general principles of teaching.

The competence approach, which is the basis of the concept of the new Ukrainian school, is to prepare students for modern life and future activities, in the purposeful formation of key and subject competencies in them (Miroshnychenko, 2000, p. 124).

The methodology of teaching literature is closely related to literary studies, methodology, theory and history of literature. This connection is manifested in determining the purpose, content, and structure of the literature course.

The methodology of literature also influences teaching methods. The technique is also related to aesthetics. In the process of studying literature, philosophical, ethical, historical, and linguistic issues are also raised. In solving a number of problems, the method of teaching literature also faces psychology. This connection is manifested in two ways: it is the psychology of moral development of students, their upbringing.

Analysis of recent research and publications. Scientists-methodologists, literary critics M. Zhulinsky, G. Gukovsky, E. Ilyin, N. Voloshina, L. Miroshnychenko, O. Pronkevich, B. Stepanishin, E. Shapovalova devoted their research to topical problems of methods of teaching literature, the issue of improving the professional competence of a word teacher. According to G. Gukovsky, a real literature teacher should have the following qualities and properties: a developed aesthetic sensitivity, a high level of associative thinking, a sense of the beauty of poetic reflection: "he should feel the artistic word, the material and image of literature with all his being – thought and hearing, imagination and physical, motor (articulatory) sense, he should see through it, and then from the bowels of the word, from the depth of the verbal structure, the whole completeness of the idea will arise for him" (Hukovs'kyy, H. A., 1966, P. 24). Famous scientists V. Stoyunin, V. Vodovozov, V. Ostrogorsky, F. Buslaev, H. Alchevskaya, T. Lubenets were ardent propagandists of the art of speech as a means of public, civil and aesthetic education.

AIM AND TASKS OF THE RESEARCH WORK. The purpose of the article is to substantiate the research aspect of the formation of oral speech development skills, the ability to analyze the subject competencies of foreign literature and prepare future teachers of foreign literature for the effective formation of students' subject competencies.

RESEARCH METHODS

The methodological basis of the research consists of scientific and theoretical aspects, analysis of psychological and pedagogical, professional literature on the research topic; empirical: generalization of pedagogical experience; observation and analysis of lessons taking into account the problem under study.

RESULTS OF THE RESEARCH

The lesson is the primary basis of the entire educational process at school, an inexhaustible source that helps students comprehend knowledge. The person of Tomorrow is formed in the lesson, so being a teacher is not only a high honor and duty, but also a great responsibility. Today, much is said about the innovations of school education, often forgetting that this is not an abstract concept, but an ordinary, concrete work. The school day is a creative search, solving questions: how to make lessons and extracurricular activities truly educational. What should be a modern lesson? What helps you improve your work, make it better and more efficient? (Miroshnychenko, 2000, p. 98).

Unusual, creative lessons are of great importance in modern lessons of Foreign Literature: lessons-debates, lessons-seminars, lessons-compositions, lessons-excursions, game-type lessons, press conferences and much more. Any lesson that has something original or outstanding is classified as non-standard. Identifying such originality becomes the most important thing for many teachers.

In the course of solving the problems of the course of foreign literature, logical schemes and lesson notes are studied, there is a focus on emotional forms of assimilation of program material, traditional and innovative teaching methods and technologies are used. For students in grades 10-11, a more in-depth analysis of literary texts is used, where the main focus is on creative and analytical reading of texts, which is a purposeful continuation of the work that was offered in



secondary classes. It should also be noted that special attention is paid to the study of literary theory, which contributes to the development of the literary direction of Foreign Literature lessons (Voloshyna, 2002, p. 34).

For example, when studying the work of Dante Alighieri in the 10th grade, the teacher focuses on the features of the structure of the "Divine Comedy", comparing its model with the Bible. The world concept is presented to students through philosophical perception. Using the reproductive method, the teacher has an excellent opportunity to conduct intersubject communication, emphasizing historicism, psychologism and highlighting the socio-economic state of Italy in the XIII century.

Psychology and methodology are not related sciences in the plane of study: pedagogical psychology studies the mental life of children; methodology is the pedagogical process of learning as a social phenomenon, students' assimilation of the range of knowledge, general and literary development, formation of skills and abilities (Shapovalova, 1982, p. 36).

The pedagogical process at school is a very complex phenomenon, in which the educational work of teachers and the educational work of students in different subjects are interconnected. Therefore, the methodology of each subject should study the relationships of different, especially close subjects: language, literature, history, music, and Fine Arts. The structure of each science reflects the structure of the subject of its study. The structure of the literature methodology reflects the process of teaching literature at school. The main elements of this process are: learning goals, learning process, teacher, student. Learning goals influence the selection of material and the system of its organization in the educational process; the subject dictates the system and methods of its teaching by the teacher; the teacher's activity forms the knowledge, skills and abilities of students.

Purpose of studying foreign literature in high school – the development of key and subject competencies of students in the process of reading, encouraging students to expand the circle of reading, comprehending the spiritual value and understanding of the poetics of literary works of different eras and countries, deepening the cultural and cognitive interests of students, their awareness of the exclusive role of fiction in the modern world, educating students to respect the cultural achievements of their and other peoples, the formation of a creative personality of a citizen of Ukraine with a high level of general culture, humanistic worldview, active life position, national consciousness (Miroshnychenko, 2000, p. 146).

The methodology of teaching foreign literature develops problems, goals and objectives of the literature course that should meet the educational and educational tasks of the school, the requirements of scientific knowledge and the age characteristics of students. The methodology guides the creation of standard programs, which indicate the works to be studied; defines the range of classroom and extracurricular reading at different stages of training; developed a system of knowledge and skills in the theory and history of literature and a system for the development of oral and written coherent speech, outlined intersubject connections.

The program for grades 10-11 is based on a combination of the following approaches: chronological (historical and literary); concentric (expansion and deepening of previously known material); genre-thematic (relevant topics for young people, genres); multicultural (presentation of the most striking literary phenomena of different times and peoples in the context of culture, dialogue of cultures in time).

The methodology also develops the problem of textbooks and manuals, the problem of visibility and the use of technical teaching tools. The methodology, like didactics, distinguishes the following forms of Organization of the educational process: lesson, elective classes, extracurricular and extracurricular activities (clubs, excursions, literary evenings, exhibitions, etc.).

The issue of professional training of a literature teacher, his creative laboratory, and his profile as a specialist is also of crucial importance.

It is necessary to distinguish between practical study of the learning process by the teacher to improve personal skills, study in order to develop the theory of methodology, and improve the practice of teaching in general. Facts are evidentiary if they can be reproduced under certain or similar conditions, if with sufficient persuasiveness the researcher can prove the real connections of these facts with these conditions, if causal relationships are established.

The most common are the following research methods: the cross-section method, or the method of mass simultaneous survey; the method of purposeful observation contributes to a detailed study of the course of the pedagogical process, in accordance with the problem and hypothesis set by researchers, the method of natural experiment (close to the method of observations); laboratory experiment.

Methods of observation and experiment require preliminary and further theoretical work (Rozman, & Tonkoshkurova, 2020, p.4).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Focusing on the formation of information competence: proficiency in working with various sources of information – books, textbooks, reference books, encyclopedias, catalogs, dictionaries, CD-ROMs, the Internet; the ability to independently search, extract, systematize, analyze and select information necessary for solving educational problems, organize, transform, store and transmit it; apply modern information technologies to solve educational problems – the teacher gives students the opportunity to use the research method of teaching and deeper mastering of literary works (Voloshyna, 2002, p. 35).

Using the introduction of flexible skills, high school students develop communicative competence: work in a group, team; the ability to make independent decisions and act clearly and correctly in communication situations. This form of work helps to master different types of speech activity (monologue, dialogue, reading, writing, oral communication, be able to ask questions, and conduct a dialogue correctly).

To assert one's individuality, personal competence is formed: assimilation of ways of spiritual and intellectual self-development; formation of psychological literacy, culture of thinking and behavior. Today, society needs a creative person who is able to raise new problems, find high-quality solutions in conditions of multiple choices, and



have independence in judgment. Reforms in the modern education system are closely linked to deep educational training, the formation of a fully developed and highly moral personality capable of self-realization and self-expression, psychological and social adaptation. It is clear that the educational process today needs to be built from the perspective of developing learning, taking into account the creative nature of various abilities of young people and their personal development. Scientists and teachers are looking for ways to improve the effectiveness of the educational process. The result of teaching students in educational institutions is directly proportional to the level of assimilation of theoretical and practical aspects of studying at the University.

REFERENCES

- Hukovs'kyi, H. A. (1966). Yzuchenye lyteraturnoho proyzvedenyya v shkole [Study of a literary work at school]. Moscow: Enlightenment. [in Russian].
- Miroshnychenko, L. F. (2000). Metodyka vykladannya svitovoyi literatury v serednikh navchal'nykh zakladakh: pidruchnyk dlya studentiv-filolohiv [Methods of teaching world literature in secondary schools: a textbook for students of philology]. Kyiv: Lenvit. [in Ukrainian].
- Navchal'ni prohramy dlya 10-11 klasiv [Curricula for grades 10-11]. URL: <https://mon.gov.ua/osvita/navchalni-programi/nav...> [in Ukrainian].
- Voloshyna, N. Y. (Ed.). (2002). Naukovi osnovy metodyky literatury: naukovo-metodychnyy posibnyk [Scientific bases of methods of literature: scientific-methodical manual]. Kyiv: Lenvit. [in Ukrainian].
- Rozman, I. I. & Tonkoshkurova, L. I. (2020). Osoblyvosti vykladannya dystsypliny "Shkil'nyy kurs zarubizhnoyi literatury" [Features of teaching the discipline "School course of foreign literature"]. Education and formation of competitiveness of specialists in the conditions of European integration, Abstracts of reports of the IV International scientific-practical conference. Mukachevo: MSU. [in Ukrainian].
- Shapovalova, Ye. (1982). Pochatok uroku pry vyvchenni biohrafii pys'mennyka [The beginning of the lesson when studying the biography of the writer]. Ukrainian language and literature at school, 6, 36–39. [in Ukrainian].

Received

18.07.2021

Accepted

07.08.2021