

**PSYCHOLOGICAL AND PEDAGOGICAL FACTORS
OF ORGANISATION OF EDUCATIONAL AND RESEARCH
ACTIVITIES OF FUTURE TEACHERS OF UKRAINIAN LANGUAGE
AND LITERATURE**

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The educational reform in Ukraine has put forward certain requirements for the professional competences of teachers, among which special attention is paid to innovative competence. The innovative competence of a teacher of Ukrainian language and literature includes three components: the ability to apply scientific methods of cognition in the educational process, the ability to use innovations in professional activities and the ability to apply various approaches to solving problems in pedagogical activities.

A teacher who has a high level of proficiency in the methodology of introducing the principle of science into the educational process and developing integral competences in students is a high-level professional. The analysis of the experience of Tamara Yashkin, a teacher of Ukrainian language and literature at the Ternopil Lyceum № 21 – Specialised Art School named after Igor Hereta, and the organisation of research work of high school students of general secondary education institutions in Zhytomyr and Zhytomyr region confirmed the key role of a qualified teacher with developed integral competence in the research work of students. This has led to changes in the educational and professional teacher training programmes, in particular in Ukrainian language and literature, and the introduction of electronic linguistic didactics. Educational components designed to stimulate the research activities of future teachers were also introduced into the curricula of educational programmes, including “Fundamentals of Academic Writing” and “Methods of Organising Research Work”. The transition to new standards in higher education institutions of Ukraine not only forms and develops research competence, but also stimulates self-development, knowledge and creativity of future teachers of Ukrainian language and literature.

Key words: *innovation, integral competence, New Ukrainian School, creativity, teacher.*

ПСИХОЛОГО-ПЕДАГОГІЧНІ ЧИННИКИ ОРГАНІЗАЦІЇ НАВЧАЛЬНО- Й НАУКОВО-ДОСЛІДНИЦЬКОЇ ДІЯЛЬНОСТІ МАЙБУТНІХ УЧИТЕЛІВ УКРАЇНСЬКОЇ МОВИ ТА ЛІТЕРАТУРИ

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Освітня реформа в Україні висунула певні вимоги до професійних компетентностей учителя, серед яких особливу увагу приділяють інноваційній компетентності. Інноваційна компетентність вчителя української мови та літератури містить три складові: здатність застосовувати наукові методи пізнання в освітньому процесі, здатність використовувати інновації у професійній діяльності і здатність застосовувати різноманітні підходи до розв'язання проблем у педагогічній діяльності.

Учитель, який на високому рівні володіє методологією впровадження принципу науковості в освітній процес і формуванню інтегральних компетентностей в учнів, є професіоналом високого рівня. Аналіз досвіду роботи учителя української мови та літератури Тернопільського ліцею № 21 – спеціалізованої мистецької школи імені Ігоря Герети Тамари Яшкін та організації науково-дослідної роботи учнів старшої школи закладів загальної середньої освіти міста Житомир та Житомирської області підтвердив ключову роль у науково-дослідній роботі учнів кваліфікованого вчителя, у якого сформована інтегральна компетентність. Це зумовило зміни в освітньо-професійних програмах підготовки вчителів, зокрема української мови та літератури, впровадження електронної лінгводидактики. Також до навчальних планів освітніх програм було введено освітні компоненти, що покликані стимулювати науково-дослідну діяльність майбутніх вчителів, зокрема «Основи академічного письма», «Методика організації науково-дослідної роботи».

Перехід на нові стандарти у закладах вищої освіти України не лише формує й розвиває науково-дослідну компетентність, а й стимулює до саморозвитку, пізнання і творчості майбутніх учителів української мови та літератури.

Ключові слова: *інновації, інтегральна компетентність, Нова українська школа, творчість, учитель.*

The process of reforming the Ukrainian education system is driven by many factors, including the European integration policy of our economy. Historical global experience proves that if a country does not save on education and respects the work of teachers,

it has a future. Over the thirty years of independence, educational reforms have been given top priority in Ukraine. We started talking about creating a new Ukrainian school in 2006, after studying the Finnish education system. A child who thinks outside the box, is able to make decisions both in cooperation with others and on his/her own, and is highly advanced in science and computer technology is the end result of studying in a Finnish school. Teachers play an important role in the educational process: they are mentors, tutors, and advisors. Instead, schools in Ukraine used to work according to outdated standards that required memorisation of school course materials, with the teacher mainly acting as a controller of the level of knowledge acquired by the student.

When presenting the New Ukrainian School model, the authors emphasised the new role of the teacher, who is constantly evolving, learning and changing the world together with students: “First of all, a creative and responsible teacher who is constantly working on himself or herself will be granted academic freedom. Teachers will be able to prepare their own author’s curricula, choose their own textbooks, methods, strategies, ways and means of teaching; actively express their own professional opinion. The state will guarantee them freedom from interference in their professional activities” [1].

As we can see, along with the freedom in the professional activity of a teacher, there are also requirements for him/her as a specialist of a certain qualification with relevant professional competences.

The purpose of our study is to identify psychological and pedagogical factors of formation of innovative competence of a teacher of Ukrainian language and literature.

The Order of the Ministry for Development of Economy, Trade and Agriculture of Ukraine No. 2736-20 of 23 December 2020 approved the Professional Standard for the professions of Primary School Teacher, Teacher of General Secondary Education Institution, Teacher of Primary Education Institution, Teacher of Primary Education (with a Junior Specialist Diploma) (Professional Standard). Among the professional competences of a modern teacher, including a teacher of Ukrainian language and literature, innovative competence attracts special attention. Scientists, in particular, Y. Dziubenko, define teacher’s innovative competence as a “systemic formation”, the formation of which involves “striving for self-improvement, creating an innovative environment in an educational institution, involving teachers in innovative processes, developing an effective motivation system for teachers involved in innovative activities” [2, p. 113–114].

The matrix of innovative teacher competence outlined in the Professional Standard is presented in Fig. 1.

The professional profile of a modern teacher of the Ukrainian language and literature, first of all, defines that this is a creative person capable of self-development, creativity, using elements of STEM education in his/her practice, able to collect, analyse and systematise material, draw parallels with life situations, versed in literature and art, introduces interdisciplinary connections in the lessons of the Ukrainian language and literature, activates students’ cognitive activity, taking into account individual and age characteristics, understands information technology, etc.

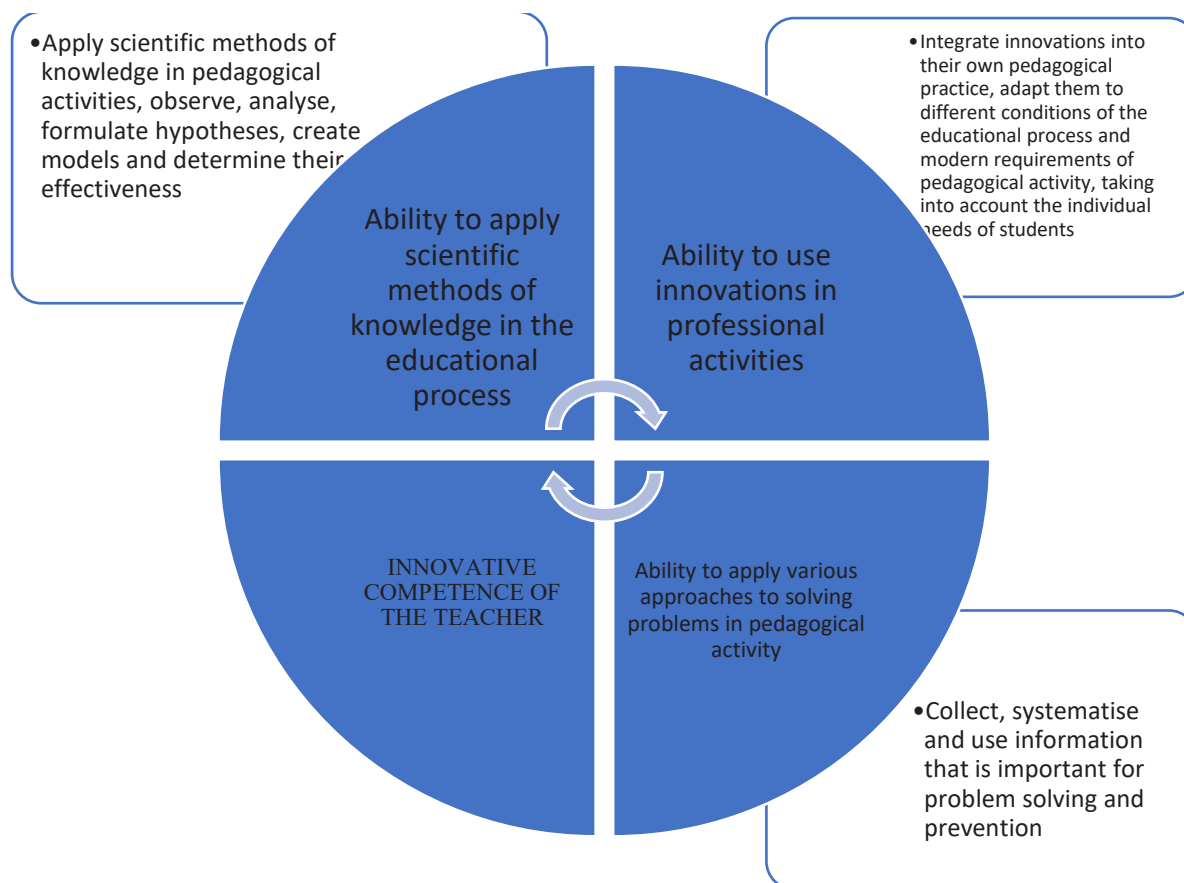


Fig. 1. Teacher's innovative competence

It should be noted that the professional activity of a teacher of the Ukrainian language and literature is based on the scientific achievements of various fields. That is why the New Ukrainian School provides for both traditional subjects, such as the Ukrainian language, Ukrainian literature, and foreign literature, and integrated courses, such as Ukrainian and foreign literature. While primary school lessons, which are taught mainly by one teacher, may identify the topic of the day and address it, in basic school the problem-based approach to learning materials is applied differently. A teacher of Ukrainian language and literature should be familiar with the achievements of science and technology and the latest pedagogical methods in order to develop vital competences in students. The principle of science in the pedagogical activity of a language teacher is crucial, as it takes into account all aspects of this professional field: “Modern approaches to the organisation of learning in the context of ever-increasing flows of information require the teacher to understand the biological capabilities of students to perceive and assimilate it, to develop the thinking activity of the individual” [3].

The place of the principle of scientificity in the pedagogical activity of a teacher is studied by Ukrainian scientists and didacticists Malafiyik I. and Petrenko L. In particular, Malafiyik I. draws attention to the lack of a clear system of substantiation of the principle of scientificity in the professional activity of a teacher. Quite often, teachers rely on intuitive and empirical experience of applying the principle of science in teaching a school subject. At this transitional stage of the New Ukrainian School reform, there is a discrepancy

between the theory and practice of introducing new pedagogical technologies. Teachers who received their professional education according to the old standards have to learn new educational technologies on their own. Higher education institutions introduced the New Ukrainian School teacher training standards in their educational and professional programmes only in 2020, which means that they will graduate in 2024.

The development of students' research competence requires that teachers take into account the principle of continuity, from simple to complex. Preference is given to tasks that involve students' independent work, search and systematisation of material in online sources. In new generation textbooks on Ukrainian language and literature, an important role is given to completing tasks using interactive technologies.

I. Malafik notes that in order to achieve learning outcomes, it is necessary to use group work, case technologies, and the project method. This will contribute to the achievement of learning outcomes, as it makes it possible to "repeat actions with the correction of actions until the planned level of this learning goal is reached" [4, p. 95].

Methodologist Petrenko L. notes that the implementation of the principle of scientificity in the professional activity of a teacher depends on many factors, including the principles of organising the educational process in an educational institution, compliance with sanitary and hygienic standards, health-saving technologies, and socio-psychological conditions. The scientist says that an important condition for implementing the principle of science in the educational process is the performance of managerial functions by the teacher: "goal-setting, planning of students' educational and cognitive activities, organisation of work in the classroom (selection of appropriate forms and methods of work at each stage of the lesson, definition of tasks), coordination of the actions of the subjects of activity; control over the performance of tasks, the level of learning of educational material, rational choice of ways to solve problems; correction, analysis of the work of individual students in the classroom and evaluation of the results of their activities" [3]. Compliance with these conditions will facilitate the implementation of the principle of science in the educational process and the formation of integral competencies in students while learning the content of a particular school subject.

The general didactic principle of scientificity is also implemented in the language and literature education sector, taking into account its specifics. School courses of the Ukrainian language and Ukrainian literature are built on the principle of continuity and sequence, which contributes to better learning. The cumulative principle of scientific cognition is used in the study of theoretical concepts.

Education at the New Ukrainian School requires students to achieve mandatory results: "Four groups of such requirements have been identified:

1. Interacting with others orally, perceiving and using information to achieve life goals in different communication situations.

2. Perception, analysis, interpretation, critical evaluation of information in texts of various kinds (including literary texts, media texts) and its use to enrich one's own experience.

3. Expression of thoughts, feelings and attitudes, written interaction with others, including interpretation of literary works of Ukrainian and foreign writers; interaction with others in the digital environment, compliance with the norms of literary language.

4. Study of individual speech, use of language for own linguistic creativity, observation of linguistic and literary phenomena, analysis of them” [5, p. 94].

Tamara Yashkin, a teacher of Ukrainian language and literature at Ternopil Lyceum No. 21, a specialised art school named after Ihor Hereta, draws on her own experience at the school to highlight the priority of developing critical and creative thinking in students during Ukrainian literature lessons: “The basic skills laid down at school will form a creative intellectual personality who, gaining experience, learns to communicate, see problems, looks for ways to overcome them, knows how to effectively plan and organise their activities, and is a lifelong learner” [6, p. 128].

One of the ways to develop students’ innovation competence is to involve them in research activities: “In modern conditions, one of the strategic tasks of the education system is to form a personality with a high level of intellectual culture, focused on continuous self-development, recognising the priority of universal values, capable of ensuring sustainable development of humanity in the future. This task is implemented by involving students in research work, because only a creative personality is able to create, manage, propose new theories, new technologies, new directions of development, and find ways out of difficult non-standard situations” [7].

The teacher should use a variety of methods and techniques, motivate students to research activities.

Methodologist Antonova O. studied the experience of organising research activities of senior pupils by teachers of general secondary education institutions in Zhytomyr and Zhytomyr region (Fig. 2). She noted that teachers play the main role in organising students’ research work, as the result is possible only if the teacher and student cooperate.

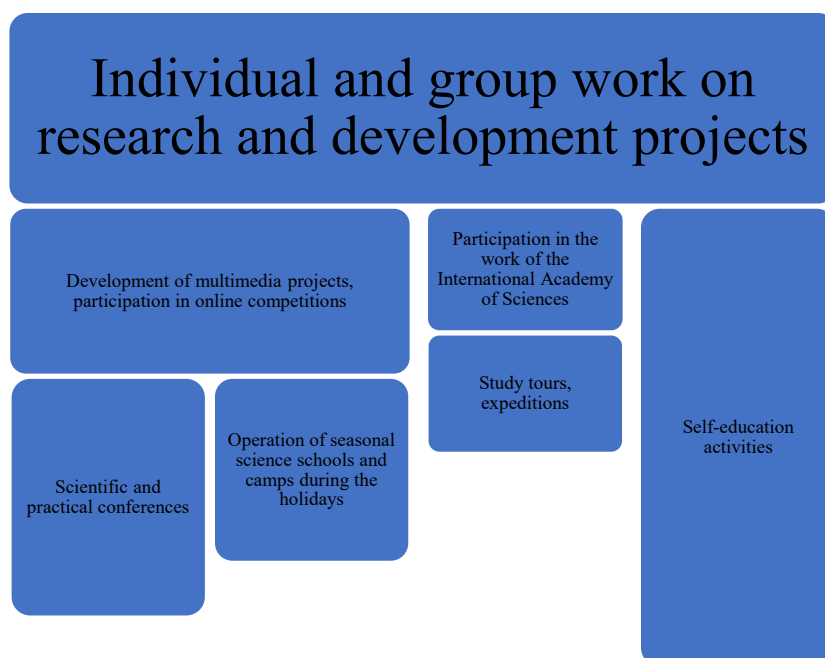


Fig. 2. The main forms of involvement of students in research and research activities (based on the experience of teachers of general secondary schools in Zhytomyr city and Zhytomyr region)

The age-specific peculiarities of pupils' perception of information allow them to develop research skills, provided that the teacher organises the educational process competently: "The organisation of research activities of schoolchildren allows students to develop cognitive interests, independence, culture of educational work, allows them to systematise, generalise, deepen knowledge in a particular area of the subject and teaches them to apply it in practice" [8, p. 61–62]. It is worth noting that the teacher should have an appropriate level of scientific research methodology, interest students and see the prospects of research, and not give topics that are detached from reality, i.e. pseudo-scientific in nature.

Students can acquire certain competences if they are taught by a qualified teacher who has developed research (integral) competence.

The reform of education in Ukraine involves not only the creation of the New Ukrainian School, but also the reform of the higher education system, especially in the field of training future teachers. As noted above, society needs not only highly qualified specialists, but also specialists who think outside the box, are able to make decisions, and develop: "The main thing today is to teach students to think, analyse, make generalisations, and work at the level of the latest scientific achievements" [9, p. 65].

The younger generation of Ukrainians cannot imagine their existence without IT technologies. They master the operation of gadgets before they start walking and talking. Unfortunately, this is a generation that hardly ever holds paper books in its hands, and gets its information from online sources.

Recently, there has been a trend of talented young people emigrating outside Ukraine. There are many reasons for this: economic instability, lack of state support for talented young people, search for comfortable living conditions, "ageing" of researchers, and the closure of research institutes: "According to the state statistics, the number of employees of scientific institutions in 2015 decreased by 4.1 times, and 90 scientific institutions ceased to exist" [10, p. 76]. Analytical studies of the situation in the world of science have shown disappointing results: the majority of NaUKMA graduates (72%) do not want to engage in scientific activities. Among the demotivators were low salaries, lack of career growth, and the state's lack of interest in the development of science in Ukraine.

The reform of higher education in Ukraine involves changing the system of training specialists in all fields, actively involving higher education students in research activities, integrating its elements into educational components, financial incentives for young scientists, opportunities for international internships and further career development. Changes should especially take place at the subconscious level: "changing their attitude to their own profession, stimulating scientific interest, adjusting their value orientations, taking into account the ethos of science in the process of conducting research" [11, p. 36].

It is possible to change the public negative attitude towards the teacher as a mentor to a teacher-demiurge if the curriculum of teacher training, in particular Ukrainian language and literature, is radically changed. Higher education institutions should

create a variety of learning environments that combine “traditional and innovative approaches to teaching the Ukrainian language based on electronic linguistic didactics..., it is necessary to create an educational learning environment that would promote self-determination and self-realisation of the individual, organise the educational process as a partnership communication, and ensure a positive psychological atmosphere in the classroom” [5, p. 99].

The methodologists suggest actively using webquest technologies based on problem-solving and research methods of teaching during Ukrainian language and literature lessons. Webquest technologies correspond to the interests of teenagers, who will draw analogies with computer games. While completing the tasks, students will have the opportunity to solve the problem on their own, searching for information, analysing it and drawing conclusions: “The use of webquest technology in the educational process develops students’ creative research thinking, contributes to the formation of their intellectual activity, stimulates activity and independence, develops group work skills and allows students to show their own individuality and achieve personal development” [5, p. 102].

In this regard, methodologists have identified a new area of didactics in the methodology of teaching the Ukrainian language, which is called e-linguodidactics. Its emergence is due to the digitalisation of the economic and social spheres in Ukraine. Methodist H. Korytska revealed the essence of the new direction of didactics: “Electronic linguodidactics (digital, digital) as a component of electronic pedagogical sciences, the emergence of which is associated with the formation of new conditions for the implementation of pedagogy, didactics and linguodidactics, fills the content of school language education with new methods, teaching aids that would modernise the educational process, increase its productivity, and contribute to the improvement of linguodidactics as a science” [5, p. 102].

As we can see, new life realities require modernisation of the educational process in higher education institutions of Ukraine. Depending on the competencies that were formed in higher education students majoring in 014.01 Secondary Education (Ukrainian Language and Literature) during their studies at general secondary education institutions, the primary task in the professional training of future teachers of the Ukrainian language and literature is to form and develop research competence. The analysis of the tasks set by the educational reform for teachers has shown that in the lessons of the Ukrainian language and literature, students need to pay attention to the formation of innovative competence. Only a teacher who is a creative person with a high scientific potential will be able to implement these tasks: “The readiness of a specialist for innovative activity is an important prerequisite for his/her professional self-realisation, a guarantee of competitiveness... We understand students’ readiness for innovative activity as a result of their professional training” [12, p. 39]. Studying at a higher education institution should form in future teachers the need for constant self-development, the search for innovative approaches to working with children both during and after school hours.

In order to enhance the research activities of higher education students, the course “Fundamentals of Academic Writing” was developed and implemented within the framework of the Strengthening Academic Integrity: in Ukraine Project (SAIUP) with the assistance of the Ministry of Education and Science of Ukraine and the support of the US Embassy in Ukraine. The content of the course is somewhat reminiscent of the usual “Fundamentals of Scientific Research”, which, unfortunately, is rarely found in educational programmes. The compilers of the course “Fundamentals of Academic Writing” aimed to familiarise higher education students with the peculiarities of scientific writing: “Appropriately formulated practical tasks help students to master the peculiarities of the academic writing genre; to acquire practical skills of oral and written scientific speech, experience in collecting and studying facts, working with professional texts, independent search and processing of sources, experience in performing both individual tasks and group projects; allow them to reveal their own analytical, critical and creative abilities; intensify students’ communication with each other and with the teacher; teach students to calculate and plan their own work” [13, p. 7].

Individual assignments form the ability to create a portfolio, develop research competencies, and stimulate work (the result is taken into account when setting the control point).

Most higher education institutions in Ukraine have taken into account the requirements of the times and are actively introducing educational components into the educational process that form research (integral) competence in higher education students. An example is the Kharkiv State Academy of Design and Arts, where the educational programme introduced the educational component “Methodology of research work organisation”, which aims to “form students’ understanding of the methodological and methodological principles of research activity and develop the skills of a researcher, researcher of art problems at the present stage of historical and state development”. [14, p. 4]. A study guide was prepared to help students.

In summary, we can say that the educational process in higher education institutions of Ukraine is moving to new standards. The primary task of training specialists in various fields, especially in education, is to form and develop research competence, stimulate self-development, knowledge and creativity of future teachers of the Ukrainian language and literature.

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