

ІННОВАЦІЇ У МИСТЕЦЬКІЙ І ПЕДАГОГІЧНІЙ ОСВІТІ

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DEVELOPMENT TENDENCIES OF PHILOLOGICAL PEDAGOGICAL EDUCATION IN UKRAINE: CHALLENGES AND PROSPECTS

The review article outlines the problems of training a modern teacher-philologist, teacher-researcher in the field of philology. The trends in the development of philological pedagogical education in Ukraine have been outlined: the implementation of a competency-based approach in the training of philologists, the activation of scientific research activities of future philologists, the structuring of the content of disciplines on an interdisciplinary basis, the discreteness of the structuring of the content taking into account the Concept of the New School, state standards of basic secondary education, specialised schools; innovativeness and pragmatism of practical training of philological specialists. It has been found that the identified trends indicate the orientation of managers of higher pedagogical education institutions, teachers to improve the quality of training of philological teachers, taking into account innovative changes in the system of basic secondary education, specialised schools. The prospects for improving philological pedagogical education at the legislative-normative and organisational-pedagogical levels have been substantiated.

Keywords: *tendencies; development of philology pedagogical education; training of future philology teachers; innovations; quality standards; mission of a philology teacher.*

Formulation of the problem. In the context of modern reform movements in the field of higher pedagogical education, the problem of training a modern teacher-philologist, teacher-researcher in the field of philology, bilingualist, who must have a high level of professional competence, be directed to research activities, become a carrier of the

linguistic culture of society, must determine the vectors axio-cultural development of the citizen in particular and the state in general. It is about the need to change current events in the training of philological teachers, which involves the adoption of the principles of cultural relevance, multiculturalism, innovation, interdisciplinary in the content of education, the implementation of the strategy of an individual educational trajectory in their professional development, ensuring motivation for professional and personal growth throughout life in the conditions of formal, non-formal, and informal education. Accordingly, trends in the development of philological pedagogical education have been outlined in the modern Ukrainian educational space, produced by the European integration aspirations of our state, aimed at the implementation of quality criteria recorded in the Standards and recommendations for quality assurance in the European area of higher education (2015), as well as due to the need to introduce innovations in education (implementation of the Concept of the New School (2018), the State Standard of Basic Secondary Education (2020), the State Standard of Specialised Secondary Education (2023, project), increased requirements for the professionalism of philology teachers in the labor market.

The legislative and regulatory regulation of the development of philological pedagogical education is carried out in state documents: Laws of Ukraine "On Education" (2017), "On Higher Education" (2014), "On Comprehensive General Secondary Education" (2020), Concepts of Development of Pedagogical Education in Ukraine (2018), "On ensuring the functioning of the Ukrainian language as a state language" (2019), Professional standard for the professions "Teacher of primary classes of a general secondary education institution", "Teacher of a general secondary education institution", "Teacher of primary education (with a junior specialist diploma) (2020) and others.

Analysis of the latest research. The research works of Ukrainian scientists (O. Vernyhora, V. Gordienko, O. Khodatska, etc.) are devoted to the problems of philological education, which reveal the theoretical aspects, methodological guidelines, and competence bases of the training of a philology teacher. Many scientific studies present modern vectors of reforming the training of philological teachers in institutions of higher pedagogical education (M. Vovk, O. Semenoh, I. Kharchenko, etc.). Taking into account the fragmentation of the generalisation of modern trends in the development of philological

pedagogical education in Ukraine based on the analysis of the theory of pedagogical science and educational practice, the purpose of the article is to outline them and determine the prospects for further improvement of the training of philology teachers, taking into account reformation changes at the legislative-normative and organisational-pedagogical levels.

In order to realise the goal of the research, the following methods were used: *content analysis* – the study of the legislative and regulatory framework regarding the study of the specifics of the competency paradigm for the training of future teachers of the philological specialty; *systematisation* – to determine the main trends in the development of philological pedagogical education; *scientific extrapolation* – in order to determine the prospects for improving philological pedagogical education at the legislative-normative and organisational-pedagogical levels.

Presentation of the main material. The legislative and regulatory framework of philological pedagogical education in Ukraine is carried out as a result of the implementation of the main provisions of documents approved at the level of the state and the European Union (Laws of Ukraine "On Education", "On Higher Education", "On Ensuring the Functioning of the Ukrainian Language as a State", Concept of Development of pedagogical education in Ukraine, Standards and recommendations for quality assurance in the European area of higher education, Pan-European recommendations for language education: study, teaching, evaluation, etc.). Since 2023, the Ministry of Education and Culture of Ukraine has developed a project of the standard of higher education in the specialty 014 Secondary education (by specialisation) in the field 01 Educational/pedagogical sciences, which serves as a reference point in determining the competence bases for the training of future teachers of the Ukrainian language and literature in institutions of higher pedagogical education (*Standard of higher of Education...*, 2023).

The key trend in the development of philological pedagogical education is the *adoption of the competence approach*. The documents define a competency paradigm for the training of future teachers, in particular philological teachers, in institutions of higher pedagogical education, taking into account traditions and innovations. In addition, the vectors of legislative regulation of the process of continuous professional development of teachers based on national values, interdisciplinary knowledge, a multiculturally tolerant outlook, and a

focus on the development of professionalism in the conditions of formal and informal education are projected. A teacher, first of all a philologist, has his own professional life, a model example of respect for language, culture, history, art, to form the values of a modern student who is endowed with a spectrum of opportunities and talents and at the same time is under the influence of "clip" culture, excessive digitalisation of everyday activities – cognitive, game, extracurricular, etc. That is why a philologist teacher should use the resources of the "living" word as much as possible through the mediation of innovative forms, methods, and means in order to influence the spiritual, ethical and aesthetic development of students.

The competent approach in the training of a philologist teacher has been officially approved in educational practice in connection with the implementation of educational and professional programs in the specialty 014 Secondary Education since 2016. In the scientific discourse of the last two decades, scientists have paid considerable attention to the theoretical and practical aspects of the formation of a spectrum of important competencies a philologist teacher, among whom the theory and practice of the formation of competencies of an integrative nature are substantiated in the research, which indicates an understanding of the multifaceted professional skills, qualities, and knowledge of a philological specialist. It is primarily about linguistic, literary, ethnocultural, folkloristic, research, linguistic and other competences. The main results of scientists and practicing teachers became the basis for identifying the most important general and professional competencies, outlining the subject results that should be formed in the process of implementing educational and professional programs within a certain regional institution of higher pedagogical education.

The tendency to intensify the research activity of future philologists is connected with the awareness of the teachers of institutions of higher pedagogical education of the importance of research training of future philology teachers, which in the future is realised in the active professional position of the future specialist and manifests itself in constant self-development based on research, "immersion" in innovations in teaching language and literature, encouraging students to do scientific work.

In this context, the work of researchers who prove that the mentoring position of a teacher of a higher pedagogical education

institution should encourage a future philology teacher to research, which results in the realisation of a similar professional position in the innovative space of a secondary education institution, are crucial within this frame of understanding.

O. Semenoh, O. Zemka (2014), who believe that "a comprehensive school today needs lexicographers who skillfully design and conduct lessons and educational activities, creating an atmosphere of research and cognitive cooperation, stimulating pupils to aesthetic self-development, self-actualisation and self-improvement. While performing such tasks, a lexicographer must be able to think logically, plan, organise and conduct research and innovation activities, through educational dialogue, cultural interpretation of texts, to form in students the skills and abilities of independent literary and artistic, research and investigation activities, to contribute to the formation of general and philological the culture of the student's personality, his conscious professional choice". It is positive that most teachers of philology faculties are aware of the mission of future philology teachers in influencing the development of the research potential of students, which stimulates them to select appropriate forms and methods of a research nature: conducting research seminars, organising problem groups, involvement in scientific projects, development of tasks research type, etc.

In addition, in many institutions of higher pedagogical education, there are research centres, created at the initiative of teachers, within the scope of which students and master's students have the opportunity to more thoroughly research linguistic phenomena and processes, interact with scientists, carry out qualitative research in the process of writing qualification papers, prepare reports and presentation materials within the organisation of conferences, seminars, webinars, etc. Such centres function, in particular, in institutions of higher education in the regions: in Sumy State Pedagogical University named after A.S. Makarenko – the resource centre for the professional development of a teacher of the Ukrainian language and literature, research laboratories "Academic culture of a researcher in the educational space" and "Media culture of a lexicographer", at Uman State Pedagogical University named after Pavlo Tychna – East Podolsk Linguistic and Regional Studies Scientific Coordination Center, Linguistic and Regional Studies Student Center the Agathangel Krymsky Scientific Society, at the Ivan Franko Lviv National University – the Laboratory of Folkloristic

Research, the Cabinet of Literature of the Ukrainian Diaspora named after Petro Goy, etc.

An important trend in the development of philological pedagogical education is the *structuring of the content of education on an interdisciplinary basis*. Among the methodological guidelines for the development of the language personality of a philologist teacher endowed with a high level of professional qualities and professional competences, an integrative approach that ensures the interaction of a set of strategic methodological approaches (cultural, axiological, competence, hermeneutic, etc.) deserves special attention. Thus, T. Kostolovych (2016) emphasizes the fact that "the integrative approach constitutes a systematic organisation of the didactic process, which determines the cultural, communicative and professional development of future lexicographers... The integrative approach to teaching is considered as a strategy and a set of tactics in the language educational space or as implementation of the idea of integration in the educational process. The means of implementing this approach should be the creation and holding of special courses and special seminars of integrative content, which combine the educational material of linguistic, literary, cultural, pedagogical, methodical, social components of educational plans, improving the content of pedagogical and production practices".

It is primarily about the need to structure the content of disciplines on an interdisciplinary basis, which is actually a trend in higher education institutions of foreign countries. It is worth noting the trend of structuring the content of disciplines taking into account interdisciplinary content in institutions of higher pedagogical education of Ukraine, which is due to the transformational processes associated with the implementation of Standards and recommendations for quality assurance in the European area of higher education and the implementation of educational and professional training programs for philologists in regional scientific and educational space.

Teachers of philological faculties initiate and introduce courses and special courses of an integrative type, using the potential of various philological (folklore, literary studies, dialectology, stylistics, comparative linguistics, sociolinguistics, psycholinguistics, etc.), as well as other humanities – Ukrainian studies, ethnology, linguistic and cultural studies, history, source studies and others. Thus, at Uman State Pedagogical University named after Pavel Tychna, future philologists

master such disciplines of an integrative type, the content of which is structured on the basis of interdisciplinary knowledge, such as: "Folklore and folk choreography", "Linguistic analysis of an artistic text", "Textual studies", "Philosophy and methodology literary studies" etc.; students and master's students of Ivan Franko Lviv National University – disciplines "Language of Folklore", "Interpretation of Folklore Text", "Theory of Modern Space-Time and Rhythm-Text", "Sociolinguistics", "Textology", "Computer Linguistics", etc.

Among the negative trends in the development of philological pedagogical education, it is worth noting *the discreteness of the structuring of the content, taking into account the Concept of the New School, state standards of basic secondary education, specialised school*. Based on the analysis of educational programs for the training of future teachers of the Ukrainian language and literature (014 Secondary education. Ukrainian language and literature) at the bachelor's and master's educational levels, the discreteness of the educational components regarding mastering the specifics of teaching the Ukrainian language and literature in the basic secondary and specialised schools, taking into account the reformation changes, was ascertained in accordance with the Concept of the New Ukrainian School. The practical component of training has a significant potential for studying content, methodological techniques, methods of teaching Ukrainian language and literature. At the same time, the realities of war (constant alarms, rocket attacks, dominance of mixed and remote forms of education, etc.) reduce the quality of industrial and pedagogical practices. There is also a tendency to decrease credits for industrial practice in general education institutions, which makes it impossible to systematically form subject-methodical, innovative competences through a thorough mastery of content, forms, methods of teaching Ukrainian language and literature in basic secondary and specialized schools, taking into account changes in language literary field in accordance with the Concept of the New School, state standards. Among the important recommendations, it is worth focusing attention on such as: the need to enrich content modules, topics within the main disciplines of pedagogical, methodical direction with content related to the peculiarities of teaching Ukrainian language and literature according to new state standards; expansion of the range of variable disciplines from the problems of implementing model educational programs in the linguistic and literary field, the use of appropriate

educational and methodological support, implementation of calendar and thematic planning.

The innovativeness and pragmatism of the practical training of philological teachers is a trend in the development of philological pedagogical education. According to the curricula for the training of philology teachers in institutions of higher pedagogical education, future specialists must undergo mainly such types of practices as: folklore (folkloristic), dialectological, pedagogical, practice in teaching methods, traineeship (assistantship), etc. In connection with the lack of adequate funding for the organisation of various types of practice, teachers often do not use the available resources within the educational institution or in institution organisations (museums of cultural studies, art, local studies, linguistic centres, laboratories, libraries, etc.), within which it is possible to significantly increase the level of organisation of practices. At the same time, it is worth pointing out positive trends in the direction of updating the content, forms, methods, and resources of future philology teachers. The innovativeness of the practical training of future teachers consists in the use of remote forms of practice organisation, which is especially relevant in the conditions of the pandemic.

Yes, modern information technologies allow you to use Moodle, Google, Microsoft Classroom, Teams, Zoom, Hangouts, Skype communication platforms to interact with students. Among the innovative forms, methods and means of organising practices are processing folklore, literary, dialectological sources using virtual resources, conducting online counseling, online classes of the binary type, studying virtual resources of the National Reference Database "Ukrainika Naukova", digitised materials of the Information Registration Institute of the National Academy of Sciences of Ukraine, National Library of Ukraine named after V. I. Vernadsky, V. O. Sukhomlynsky State Scientific and Pedagogical Library, etc.).

The pragmatism of the organisation of various types of practices is manifested, firstly, in the focus on the collection and systematization of empirical material for writing qualification papers, and secondly, on mastering a real "toolkit" for future professional activity – the development of interactive "scenarios" for conducting lessons on the Ukrainian language and of literature, organisation of informal training of students to master linguistic and regional studies, Ukrainian studies material.

Conclusions. In order to develop philological pedagogical education in Ukraine, it is expedient to carry out measures regarding its reformation changes taking into account isolated trends at certain levels.

At the *legislative-normative level*, in order to consistently extrapolate the main provisions of the Law of Ukraine "On Ensuring the Functioning of the Ukrainian Language as a State Language" and to overcome contradictions related to the ratification of the European Charter of Regional Languages or Minority Languages, it is important to guide philology teachers as bearers of native language culture in society to fulfill the socio-cultural mission of establishing native language priorities in the educational space – at the level of an educational institution, community, city, state.

It is important to make changes to the professional requirements of specialists in philology, in particular to outline in normative documents (educational programs, programs of disciplines, etc.) the spectrum of professional opportunities that determine the employment prospects of philologists according to the model of individual universities (for example, in the educational program of Uman State Pedagogical University named after Pavlo Tychyna the National Classifier of Professions of Ukraine defines such as: folkloristics specialist, leisure organisation specialist, editor, referent, etc.). In addition, it is important to determine those possible professions by specialty that are in great demand in modern society: journalist, marketer, content manager, copywriter, SEO-copywriter, PR-manager, etc.

At the level of interaction between state institutions and institutions of higher pedagogical education in philological education, it is important to provide opportunities for teachers and future philologists – students and master's students – for project activities that contribute to the activation of the research potential of future specialists, stimulate teachers to professional self-development, create constructive conditions for the introduction of scientific achievements in educational practice, increasing the quality of training in institutions of higher pedagogical education (for example, in Sumy A. S. Makarenko State Pedagogical University, the project "Europeanisation of doctoral programs in the field of education on the basis of interdisciplinary and inclusive approaches" has been being implemented).

At the *organisational and pedagogical level*, the development of philological pedagogical education should take place taking into account the need for the formation of a wide range of competencies, which should be ensured by structuring the content of disciplines on an interdisciplinary basis, involving scientific achievements produced in Ukrainian and foreign scientific discourse.

From among the important competences, the appropriate selection of forms and methods of education, organisations of non-formal education, such as: sociolinguistic, linguistic, discursive, pragmatic, etc., are needed. In connection with the strengthening of autonomy, institutions of higher pedagogical education should direct their efforts to the creation of educational resource content in the form of websites, electronic libraries, digitised editions of various years, portals, electronic laboratories based on the results of scientific research activities and conducting various types of practice in real and remote formats etc.

It is worth creating opportunities for international communication of future specialists with the involvement of consulting companies in the field of language content creation, internships in the positions of marketers, copywriters, etc. A promising direction for improving the quality of training of philologists and creating conditions for professional formation and self-development is involvement in the implementation of projects that ensure the connection between scientific theory and educational practice, help to strengthen mentoring in the educational environment, etc.

The trends in the development of philological pedagogical education in Ukraine have been outlined (implementation of the competence approach in the training of philologists, activation of research activities of future philologists, structuring of the content of disciplines on an interdisciplinary basis, discrete structuring of the content taking into account the Concept of the New School, state standards of basic secondary education, specialised schools; innovativeness and pragmatism of practical training of philology specialists) testify to the focus of managers of higher pedagogical education institutions, teachers on improving the quality of training of modern philology teachers, taking into account modern innovative

changes in the system of basic secondary education, the introduction of specialised schools.

The prospects for further research should be the substantiation of the content of the psychological-pedagogical, professional training of a philology teacher, taking into account innovations in the basic secondary, specialised school.

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Мирослава Вовк

ТЕНДЕНЦІЇ РОЗВИТКУ ФІЛОЛОГІЧНОЇ ПЕДАГОГІЧНОЇ ОСВІТИ В УКРАЇНІ: ВИКЛИКИ І ПЕРСПЕКТИВИ

В оглядовій статті актуалізується проблема підготовки сучасного вчителя-філолога, викладача-дослідника у філологічній галузі, білінгвіста, який повинен мати високий рівень фахових компетентностей, бути спрямованим на дослідницьку діяльність, стати носієм мовної культури суспільства, визначати вектори аксіокультурного розвитку громадянина зокрема і держави загалом. Окреслено тенденції розвитку філологічної педагогічної освіти в Україні: реалізація компетентнісного підходу в підготовці філологів, активізація науково-дослідницької діяльності майбутніх філологів, структурування змісту дисциплін на міждисциплінарних засадах, дискретність структурування змісту з урахуванням Концепції Нової школи, державних стандартів базової середньої освіти, профільної школи; інноваційність та прагматичність практичної підготовки фахівців філологічного фаху. З'ясовано, що визначені тенденції свідчать про спрямованість менеджерів і викладачів закладів вищої педагогічної освіти на підвищення якості підготовки сучасного вчителя філологічного фаху з урахуванням сучасних інноваційних змін у системі базової середньої освіти, профільної школи.

Обґрунтовано перспективи вдосконалення філологічної педагогічної освіти на законодавчо-нормативному й організаційно-педагогічному рівнях. Доведено, що розвиток філологічної педагогічної освіти має відбуватися з урахуванням необхідності формування широкого спектру компетентностей, що повинно забезпечуватися шляхом структурування змісту дисциплін на міждисциплінарній основі, залучення наукових досягнень, спродукованих в українському і зарубіжному науковому дискурсі; створення ресурсного контенту навчання у формі вебсайтів, електронних бібліотек, оцифрованих видань різних років, порталів, електронних лабораторій за результатами науково-дослідницької діяльності та проведення різних видів практики в реальному та дистанційному форматі; забезпечення можливостей для міжнародної комунікації майбутніх фахівців із залученням до роботи консалтингових компаній у сфері мовного контенту, стажування на посадах маркетологів, копірайтерів; залучення до реалізації проєктів, що забезпечує зв'язок наукової теорії та освітньої практики, сприяє зміцненню наставництва в освітньому середовищі тощо.

Ключові слова: тенденції; розвиток філологічної педагогічної освіти; підготовка майбутніх учителів-філологів; інновації; стандарти якості; місія вчителя-філолога.

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