

PECULIARITIES OF PHILOLOGY STUDENTS' SUBJECT-MATTER COMPETENCES FORMATION TECHNOLOGY ADOPTION WHILE HUMANITARIAN DISCIPLINES STUDYING

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Abstract. *The article deals with the conceptual and pragmatic aspects of philological specialties students' subject-matter competences formation technology adoption in the process of humanitarian disciplines studying. The aim of the article is to introduce the technology of philological specialties students' subject-matter competences formation, corresponding to it didactic conditions. The technology consists of six stages (the stage of goal-setting and immersion, the stage of philological specialties students' subject-matter competences successful formation motivational ensuring, the stage of educational information rationalization and didactic facilitation, the operational stage, the stage of promoting reflexive actions and the stage of determining correlations between the expected and the consequences of subject-matter formation, the self-presentation of the achieved. The varieties of educational activity, which were realized in six stages of the subject-matter competences formation technology based on parallel-concentric allocation, are presented.*

The research was conducted by applying the following methods: theoretical: analysis and synthesis of scientific, popular scientific, methodical and educational literature on the problems of higher school didactics and intensification of students' training to research the specific use of competency approach as didactic paradigm; empirical: poll (questionnaire, interview) of students and faculty of humanities departments, monitoring the manifestation of the dynamics of students' learning process ranking to identify best forms of educational work for the aim of solving research problems based on competence approach.

It is determined that the main result of the development and adoption of philological specialties students' subject-matter competences formation technology in the process of humanitarian disciplines studying is the increase of students' subject-matter competence formation level, provided that the technology and its corresponding didactic conditions are implemented in the educational process.

Keywords: *subject-matter competences, philology students, philology students' subject-matter competences formation technology.*

Introduction

In the current socio-economic climate in Ukraine the low level of youth education is a key factor of inhibition in the cultural and economic spheres, a factor of poor quality of life for most Ukrainians. Despite the fact that in Ukraine there is a network of higher educational institutions with high quality of educational services provision, including pedagogical higher educational institutions, the competence and professionalism of the average graduate leaves much to be desired. One of the attempts to solve this problem optimally may be the introduction of technology for philological specialties students' subject-matter competences formation in the process of humanitarian disciplines studying.

The aim of the article is to introduce the philological specialties students' subject-matter competences formation technology, the development of which was carried out on the basis of a thorough study of the common and excellent, the "zone of intersection" of the competency-based and technological approaches. In the process of this analysis, it was found that the content and procedural aspects of these approaches have much in common.

The element of theoretical novelty came into developing and analysis of the didactic conditions for the philological specialties students' subject-matter competences formation. We believe that effective formation of the subject-matter competences of philological specialties students' in the process of humanitarian disciplines studying will be facilitated by the humanitarian cycle disciplines value context optimization and educational information content structuring in the logic of defining the requirements for the personality of the student-philologist as a repository of actual and potential qualifications in the field of intercultural and interpersonal communication, the student's educational activity didactic polymotivation formation and his professional self-actualization. The detailed didactic conditions are thoroughly activated in the philological specialties students' subject-matter competences formation technology developed by us.

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Body of the Article

Over the past decade in the scientific and pedagogical environment itself, as evidenced by the analysis of professional articles and thesis works, we observe total enthusiasm for various types of "modeling" and derogation from the technological approach, in which there are real opportunities for improvement, intensification and optimization of professional pedagogical training. The peculiar "imbalance" in scientific research in favor of the theoretical substantiation and practical implementation of certain models and the refusal to introduce elements of the technological approach in the training of specialists in the educational sphere is partly due to the influence of Western philosophical and humanitarian concepts, which now over-saturate domestic scientific and pedagogical space. Based on theoretical developments, we propose philological specialties students' subject-matter competences formation through the development and implementation of appropriate technology.

Literature review

Following A. Verbytskyi (Verbickij, 1991) and other researchers, we outlined the basic forms of educational activities that were used in the process of philological specialties students' subject-matter competences formation technology developing. Didacticians A. Aleksyuk (Aleksyuk, 1998), Z. Kurliand (Kurlyand, 2007), M. Fitsula (Fitsula, 2010) emphasize the relevance of applying a lecture form as a form of didactic interaction between the teacher and students, S. Zinoviev specifies a seminar as an important form of modern high school educational activity. There is no consensus as for the game status in the educational process in didactics. Such scientists as N. Anikeieva (Anikeeva, 1989) I. Peterson, P. Pidkasystyi (Pidkasistyj, 1998) consider it as a means of study, L. Semushkina (Semushkina, 1998), S. Kharchenko (Kharchenko, Krasnova, & Kharchenko, 2005), and others – as a teaching method, A. Verbytskyi (Verbickij, 1991), S. Tiunnikova (Tyunnikova, 1983) – as a form of training. V. Slastonin, N. Filipenko (Slastenin, 1991) state that the modern process of studying humanitarian disciplines in a higher educational establishment is impossible to be imagined without a didactic interaction game, which can become a separate form, method (game, or part of problematic, interactive methods), technique (didactic games in the structure of practical classes or a workshop). Ya. Boliubash (Boliubash, 1997), V. Bondar (Bondar, 1996), O. Malykhin (Malykhin, 2009), O. Pometun (Pometun, 2005) and others devote their works to studying the possibilities of organizing and carrying out self-directed work with students.

Methodology and Research results

While developing the technology of philological specialties students' subject-matter competences formation in the process of humanitarian disciplines studying, we took into account the logic and target component of professional training of students namely philological specialties, domestic and foreign scholars' theoretical developments concerning the future teacher's competences formation.

The technology consists of six stages (the stage of goal-setting and immersion, the stage of philological specialties students' subject-matter competences successful formation motivational ensuring, the stage of educational information rationalization and didactic facilitation, the operational stage, the stage of promoting reflexive actions and the stage of determining correlations between the expected and the consequences of subject-matter formation, the self-presentation of the achieved).

On the basis of the pedagogical science methodological provisions that the professional training in a higher educational institution is a system-based element of the entire process of a specialist's personality becoming, and a crucial role in the professional development of the student's personality is played by knowledge, activity and communication; we have developed a program of formative experiment in order to test out theoretically developed technology for forming the subject-matter competences of the Philology Faculty students of Kryvyi Rih State Pedagogical University. The students of the experimental groups of the Philology Faculty, KSPU, were involved in practical activities. The formative experiment program was implemented during the 2016/17 academic year.

Principles of the philological specialties students' subject-matter competences formation technology introduction were:

- a) the principle of objectivity (Boliubash, 1997), which implies a certain decomposition of the content of education and training on integral and relatively independent parts which provide:
 - organizational and content autonomy and feedback, which is evaluated by the results of students' educational activity;
 - scientificity;
 - predictability and perceived perspectives related to the students' awareness of the goals of education and training, as well as the possibilities for their successful achievement;
- b) the principle of innovation, which involves the use of effective pedagogical innovations aimed at improving the quality of future specialists professional training and entry into a single information and education space;

- c) the principle of scientificity (Fitsula, 2010), which consists in the developing or establishing stable links of the education content with the scientific research;
- d) the principle of diagnostics (Soldatenko, 2011), which contributes to the educational achievement level objective assessment and professional training effectiveness.

From the point of view of the technology subject matter, the following was created and implemented in educational work with students of experimental groups:

- educational and methodological support embodied in the development of interdisciplinary practicum “Philological disciplines students’ subject-matter competence”;
- training course “Communicative and didactic qualification of a student”, tutorial lessons, didactic-role and business games;
- advanced course “English language through English and American literature” (discipline – “Foreign language for professional purposes”).

The defined varieties of educational activity were realized in six stages of the subject-matter competences formation technology on the basis of parallel-concentric allocation. Let’s describe the content and activity aspects of the technology implementation.

I. The stage of goal-setting and immersion. The internalization of professional-pedagogical values in the sphere of student's self-awareness requires a special teacher's attitude towards him as a future teacher, a potential colleague. Psychologists note that this attitude helps to identify the student (to a certain extent) with the teacher as with his potential counterpart. In order to provide the necessary initial dynamism of the subject-matter competences forming process, it is important to realize the subject-subjective interaction between the teacher and the student, the convergence of social and role positions, and ensuring the conditions for the professional expression of the teacher. In practical terms, the first stage of technology is associated with the first introductory and informational and summarizing lectures of the interdisciplinary practicum and the beginning of the advanced course “English language through English and American literature.”

II. The stage of motivational ensuring. While theoretical studying the matter we found out that the problem lecture, focused on the philological specialties students’ subject-matter competences formation, should have an appropriate structure. During the formative experiment, we modernized the theoretical developments of Ukrainian didactics and developed our own structure of the problem lecture: a) introduction; b) metatarget setting; c) division of metatargets into microtargets; d) specification of microtargets in problem questions, tasks; e) justification for the author's approach of the teacher to ways and methods of

metatargets and microtargets solving; e) solving problems (by the teacher alone or in cooperation with students); e) summarising and conclusions. In more detail, we provide this structure on fig. 1 “Structural components of problem lecture, focused on the philological specialties students’ subject-matter competences development”.

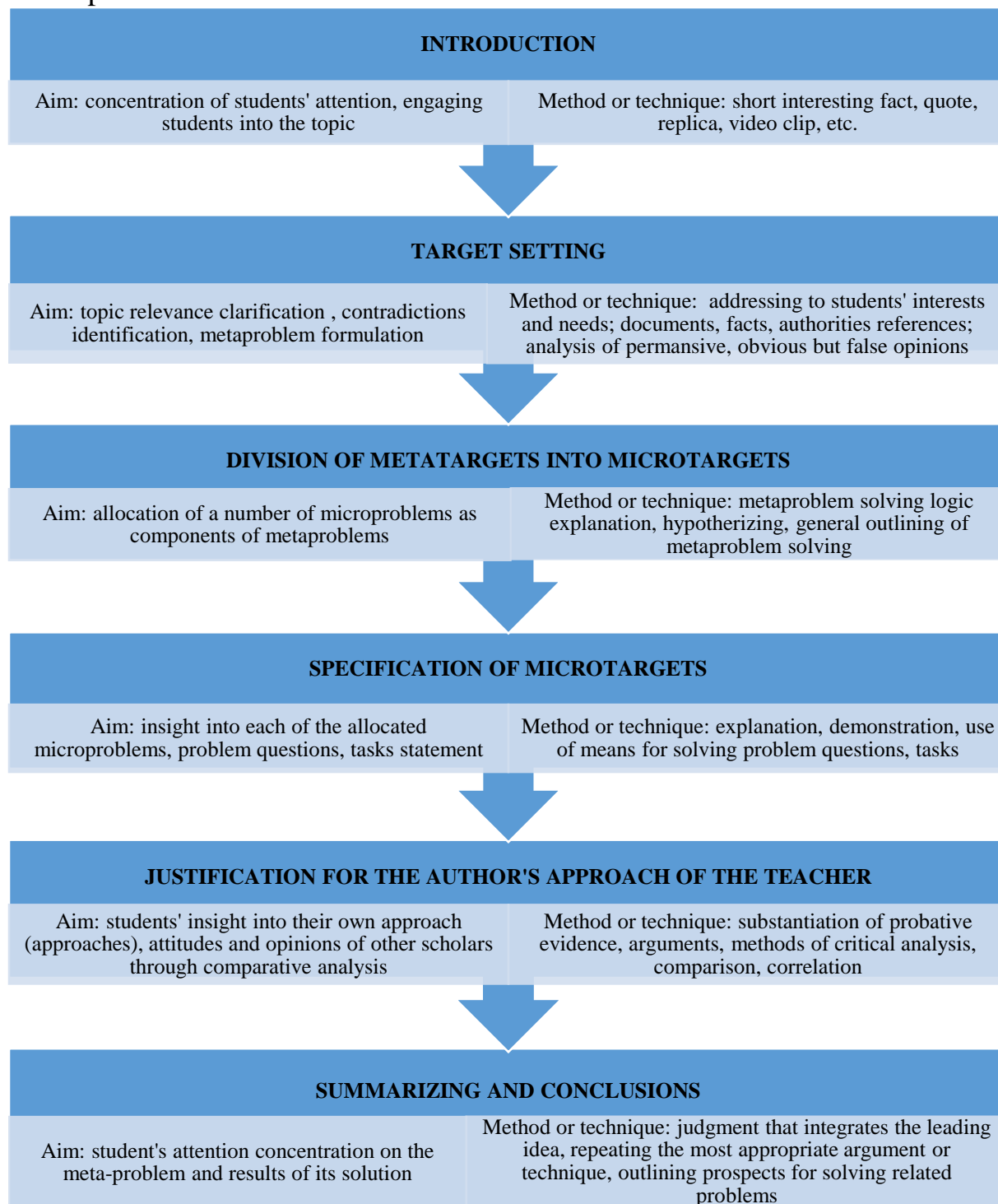


Figure 1 Structural components of problem lecture, focused on the philological specialties students’ subject-matter competences development

Based on practical experience, we also specify techniques and methods of the teacher and students of philological specialties' work, substantiate the goals of each stage of the problem lecture.

We emphasize the fact that structure of any lecture, especially the problem lecture, cannot be absolutized.

III. The stage of educational information rationalization and didactic facilitation. At this stage, a lecture-visualization on the topic "The most famous English writers", a binary lecture "A teacher-philologist's subject-matter competence – a view of a scientist and a teacher-practitioner", problem workshops, brainstorming "Scientific, methodological, informational knowledge of a student of philological specialties – ways and means of achievement" were used within the framework of the advanced course and practicum, independent and individual work of students were carried out.

In fig. 2 we present in a schematic way the algorithm of the teacher and students' actions during the problem seminar as one of the leading forms of educational work at this stage (the algorithm is developed in accordance with the recommendations of V. Haluzynskiy and M. Yevtukh (Haluzynskiy & Yevtukh, 1995), tested at this stage of the technology implementation in order to streamline educational information. The purpose and tasks of the problem seminar, the main and additional issues were formulated in advance. The questions were distributed among the students, taking into account individual possibilities, the literature was obtained, and additional literature search and information from the network were encouraged.

It was during the third stage that the experimental groups learned to structure the educational information independently and set out the core theses within the context of the lectures, learn to coordinate their views with the views and suggestions of group members and the teacher; improved the skills of working with the educational literature and the skills of search and research activities in the network, made web-quests on the topic "My favorite English writer and his works", wrote reviews and references on the works of English writers during the self-directed work.

IV. The operational stage. Since third-year students are not involved in active teaching internship (namely, this very form is recommended as one of the leading forms of the fourth stage), we used innovative forms of educational didactic interaction – tutoring and didactic-role-playing games. Also, within the operational phase, students were involved in research work in groups according to the principle of "cooperative learning" (Fitsula, 2010), which is the result of a person-oriented approach in the practice of higher education, contributes to the formation of all types of skills which are necessary and sufficient for further study, research, and scientific activity.

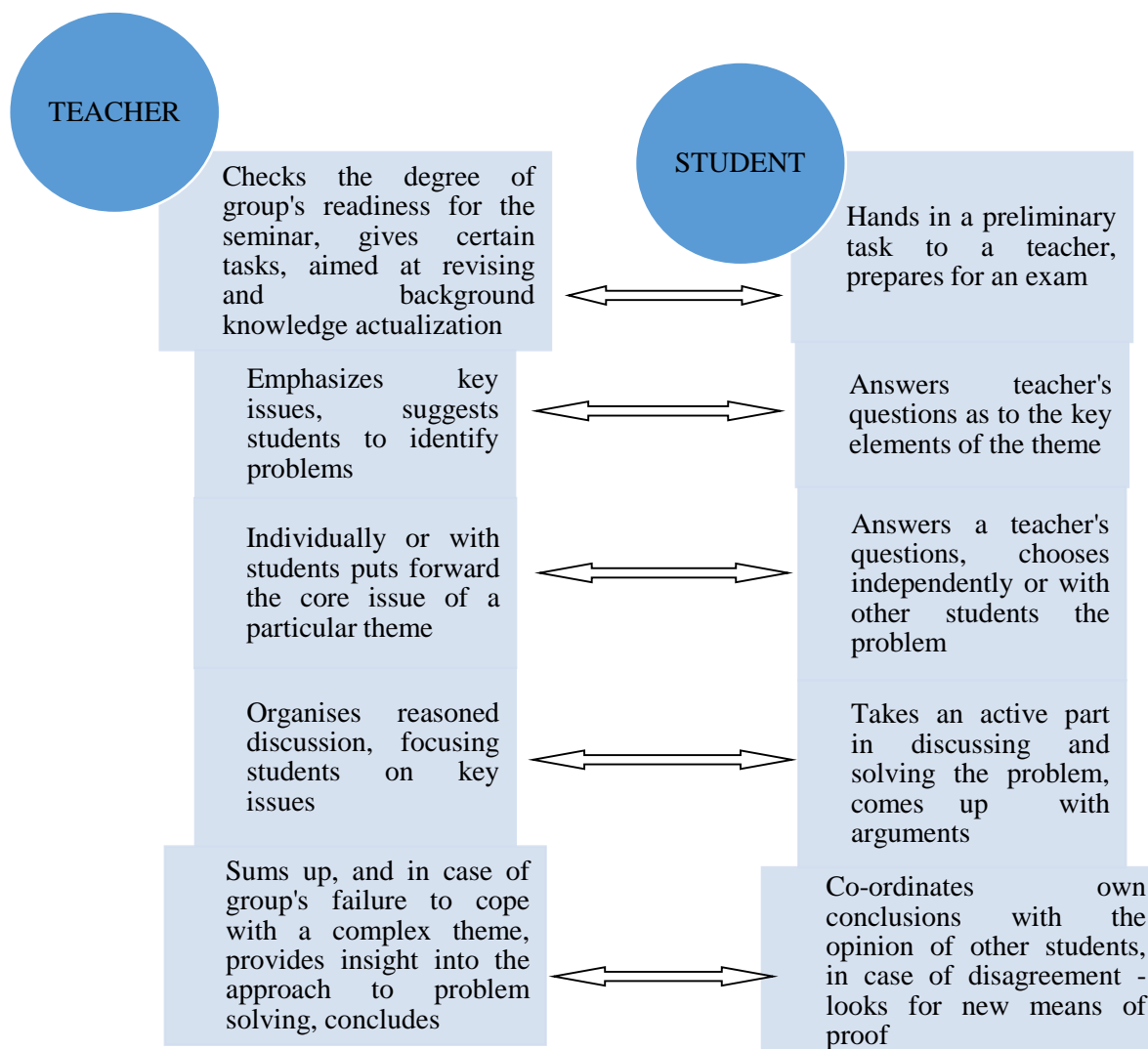


Figure 2 Teacher and students' actions interconnection during the problem seminar

The role of a teacher in such a microgroup is to assist students in gaining their own knowledge, critical understanding of the information obtained from various sources, consultative assistance on the stage of conclusions and generalizations, selecting appropriate arguments and using the necessary facts.

Tutorial lessons as a part of the practicum were developed in accordance with the recommendations of O. Yakubovska (Yakubovska, 1996) and conducted under the theme "Methods and techniques of effective didactic interaction organization in the humanitarian disciplines studying process". Below a fragment of the lesson is supplied.

Aim: to acquaint with the methods and approaches of didactic interaction; to form the ability to build didactic interaction taking into account the level of the individual's cognitive sphere development; to develop skills of non-verbal and verbal didactic interaction, ability to construct a fragment of a lesson using

methods and approaches of didactic interaction and to carry out its analysis; to educate the students on the implementation of dialogical didactic interaction.

Equipment: tables for the analysis of didactic interaction, didactic materials.

Supporting concepts: role-playing game, business game, "situations of success", "encouragement", microteaching.

Plan of the lesson

1. *Written control (10 minutes).*

1) *From Yu. Babansky's main groups of teaching methods what, in your opinion, are most conducive ones to didactic emotional interaction?*

2) *Name the methods of didactic emotional interaction from the subgroup of the methods of forming interest to learning.*

3) *How techniques of organizing emotional interaction when applying teaching methods do you know: stories, conversations, lectures?*

2. *Questions for discussing (35 min.)*

1) *What are the differences between the methods of didactic emotional interaction and other methods of teaching?*

2) *There is no solidity in pedagogical science in determining some approached and methods of teaching. Thus, we find the definition of learning stimulation and motivation methods as "method of interest", "method of exciting analogies", "method of creating novelty situations", "method of life situations", "creating situations of success", "method of emotional surge and encouragement". Other authors refer these concepts to the category of "techniques of teaching".*

- Are these authors right? What is the reason for the discrepancies in the interpretation of concepts in this case? What point of view do you support? Reason your answer.

1) *What is the essence of the method (technique) of "the creating game situations?"*

2) *What is the characteristic feature of the method (technique) of emotional surge and encouragement?*

3) *Is it necessary to create "situations of success" in the educational process?*

4) *What is a role-playing game?*

5) *What is a business game?*

Teaching non-verbal and verbal didactic interaction.

3. *Microteaching: a fragment of the English (Ukrainian) language lesson using the techniques and methods of didactic emotional interaction – 35 minutes.*

Analysis of the lesson fragment by the following questions:

1) *What methods and techniques of didactic interaction have been used?*

2) *What is the essence of the method used?*

3) *Was it appropriate to use the method (technique)?*

4) *The implementation of which educational functions provides the use of these methods?*

4. *Summarizing the results and determining the tasks for the next tutoring lesson.*

At the time H. Kostiuk considered the process of understanding the text as a solution to mental problems, and self-control as a prerequisite for a successful solution (Kostiuk, 1989)

Didactic-role-playing games “Editorial Board” (for students of experimental groups “Ukrainian Philology and Editing”, “Ukrainian and English Philology”) and “The museum tour guide” (for students of the “Ukrainian Philology” group) were developed taking into account the students’ future professional activity direction, the specifics of subject preparation, and conducted in accordance with the recommendations of M. Fitsula, in several steps:

- a) preparatory, which includes students’ theoretical training on the chosen topic, the independent formulation of the game purpose, the didactic task development, the roles distribution, the rules definition and the game script development;
- b) the process of the game covers both students’ activities and the teacher’s activities (instruction, didactic task fulfilment, certain theoretical and practical actions and abilities implementation, formulation of proposals;
- c) introspection of roles performers’ play activity and introspection of concrete practical actions, positive and negative moments, participants’ attitude to performed roles, degree of satisfaction, knowledge and professional qualities revealing during the game;
- d) an analysis of training activities performed during the game subject-matter, correctness, quality of performance, each participant’s performance (students - "experts" are invited);
- e) summarizing and analyzing the game by the teacher, during which the theoretical positions implementation in the process of professional actions simulation, erudition, subject and interdisciplinary outlook, degree of independence are taken into account (Fitsula, 2010).

Below is a fragment of the game “Editorial Board”.

Task for students (1): make the message more effective by deleting extra linguistic information.

Text 1

The professional development of the student's personality and his activity formation at the final stage are based on educational and professional skills and personal qualities already formed at the previous stages of teaching. The specificity of this phase, which is dominated by educational and professional activities, is as follows: educational tasks are of a professional nature; new skills

acquired at this stage are professionalized. Approximately the final stage covers 2-3 years of study. The purpose of this stage is to teach students to solve educational and professional tasks. One should anticipate the formation of such educational and professional skills as planning and own professional activity organization, its analysis and correction, professional tasks solving, professional activity problems and ways of their decision revealing, ability to build relationships in professional groups, production and technological situations analysis.

In the process of consideration and discussion together with the teacher, the students came to the conclusion that the following passage of the text has the following drawbacks:

- The text fragment contains a **logical repetition**. Thus, for example, the second sentence in terms of content actually duplicates the fourth one; and since the fourth contains a precise wording, and the second is a description, it is the second sentence that, in our opinion, should be deleted. The third sentence should be formulated more concisely, since it contains the so-called "phrasal pleasance" – a syntactic logical repetition. "Approximately the final stage covers 2-3 years" – the components that we italicized mean the same – "approximation", and since numeric information here is more valuable, and it is undesirable to be removed, it is better to compromise the word *approximately*.
- The last sentence contains a long **line list**. Such a list is incomplete, and therefore poorly perceived and memorized by the reader. The more effective perception of the text is more favored not by the horizontal (line), but by the vertical classification (with the delimitation of individual elements by numbers, letters or other characters).

It is obvious that the content of the didactic-role-playing game and the forms of participation in it students (discussion, share point) contribute to the formation of the philological specialties students' subject-matter competences basic constructs. Also, during the operational phase in the experimental group's students' educational activity the training course "Communicative and didactic qualification of the student" was activated since, as the data of the confirmatory stage have shown, the CDQ structure indicators are distinguished among others by their heterogeneity.

The training course was carried out according to the themes that were agreed upon with the teachers of the instructional departments. The program of the training course is presented in table 1.

Table 1 Syllabus of raining course "Communicative-didactic qualification of a student"

<i>№</i>	<i>Theme</i>	<i>Classes organization form</i>	<i>Number of hours</i>
1	Communicative-didactic qualification: role and place in the modern student's competence structure	Mini-lecture, work in microgroups, discussion	2
2	Modern teacher-philologist (profile modeling)	Work in microgroups. Role-projection, mini-presentations	2
3	Components of pedagogical art of teaching of a teacher-philologist (verbal didactic interaction)	Mini-lecture, discussion	2
4	Components of pedagogical art of teaching of a teacher-philologist (non-verbal behavior, communication technique)	Reports, work in microgroups, dispute	2
5	Self-presentation technique and language adaptation	Mini lecture. Training of communicative skills based on the recommendations of L. Petrovska	2
6	Fundamentals of self-management	Testing, designing a personal strategy for professional development	2

V. The stage of promoting reflexive actions. At this stage, the seminar-conference on the theme "My understanding of philological specialties students' subject competences essence" was preceded by a preliminary work: students of experimental groups by selected clusters studied literature on specialty devoted to the problem of future teacher-philologist's competences formation, analyzed articles in professional periodicals.

The results of such research work were combined with observations; their own experience of school and university education of each student was activated and each student group compiled a list of philology disciplines, drawn up in separate files on electronic media.

On the basis of the studied subject information, students of experimental groups came to the conclusion that the main competencies for the future teacher are those ones that are aimed at systematic search for tools and techniques for professional problems solving. It was emphasized that the future teacher should have a complex of professional direction knowledge, psychological and pedagogical knowledge, concrete subject knowledge, which is the basis for the subject-matter competence formation.

Analytical, reflexive, projective skills and informatization are necessary for the future specialist to solve various problems of professional activity. Students also pointed out that the basis for the development of subject-matter competences is the professional knowledge, the ability to apply theoretical knowledge in practice, the ability to organize their work, the ability to use new information and communication technologies.

Almost all students highlighted that the subject-matter competences presuppose knowledge of the state language and at least one foreign language; ways of interaction with other people in the system of interpersonal relationships; ability to orient themselves within a pedagogical situation, to choose the appropriate ways of communication. Also, the future teacher needs group-working skills, easy “entry” in various social roles in the pedagogical team, the ability to present themselves, to debate, to justify their position, to persuade.

It was within the framework of the fifth stage that a preliminary diagnostic assessment was made, aimed at identifying the peculiarities of the experimental group students’ subject-matter competences constructs forming and making appropriate adjustments to the implementation of the technology.

VI. the stage of promoting reflexive actions and the stage of determining correlations between the expected and the consequences of subject-matter formation, the self-presentation of the achieved. Qualitative and quantitative indicators of students’ learning information awareness serve as the criteria for assessing their responses obtained during the control varieties of educational activity, for example, such as testing. The qualitative indicator, as a rule, is the correctness and completeness of answers; quantitative indicators are the number of correct answers given by the student.

Testing, in most cases, is a determining part of a rating assessment. It was determined by M. Levkivskyi and O. Antonova that the share of testing in general rating should not be less than 50%. As our own experience of teaching humanitarian disciplines shows, it is desirable for each student to receive an instruction before testing as for its implementation (a necessary technological step) (Levkivskyi, 1999; Antonova, 2004).

Students obtained the opportunity to self-represent the achievement of the technology as a result of the technology introduction through the use of such a method as the creation of author's projects on the topic “Problems of optimal teaching of humanities and ways of solving: the student's view.”

Conclusions

The interrelation and interdependence of competence and technological approaches in the educational environment of higher pedagogical school are analyzed, on this basis the didactic conditions of philological specialties students’ subject-matter competences formation in the process of humanitarian disciplines studying are singled out.

Such conditions include: a) humanitarian disciplines value context optimization; b) structuring the content of educational information in the logic of defining the requirements for the personality of the student-philologist as a carrier of actual and potential proficiency in the field of intercultural and interpersonal

communication; c) student's didactic polymotivation formation; d) philological specialties students' professional self-actualization.

Didactic conditions are the basis of the technology of philological specialties students' subject-matter competences formation in the process of humanitarian disciplines studying – actions orderly sequence in which each structural element of students' subject-matter competence content corresponds to a certain way of its mastering.

The leading guiding idea of developing philological specialties students' subject-matter competences formation technology in the process of humanitarian disciplines studying is the idea of self-formation by the student of his own learning trajectory, which can be realized through the activation of the opportunities offered to the modern Ukrainian high school by the credit-module system; introduction on this basis of interdisciplinary programs, workshops, training courses, expanding opportunities and ensuring the efficiency of students' self-directed work. According to the logic of the investigated phenomenon formation, the developed technology of philological specialties students' subject-matter competences formation consists of six stages: goal-setting and immersion, philological specialties students' subject-matter competences successful formation motivational ensuring, educational information rationalization and didactic facilitation, the operational stage, the stage of promoting reflexive actions and determining correlations between the expected and the consequences of subject-matter formation, the self-presentation of the achieved. Insight into each stage has created the necessary theoretical basis for the practical implementation of the technology.

The qualitative analysis of the final diagnostic information shows that in the experimental groups the number of students who have a high level of actual didactic qualification formation (+18) has increased, the experimental groups students' potential didactic qualification development positive dynamics has been realized into an increase in the number of students with a high level of this construct formation (+11). The number of experimental groups' students with a high level of communicative and didactic qualification formation increased by 14%, while 12% of experimental groups' students improved the individual-personal qualities constructs indicators. Consequently, we can state that in general the experimental groups' students' subject-matter competences formation level has increased by 13,75 → 14%.

Thus, the proposed technology of philological specialties students' subject-matter competences formation in the process of humanitarian disciplines studying contains certain didactic conditions and gives the researcher the basis for its practical adoption in the educational process.

The article allows to outline the range of problems that need further development and study: first of all, this issue is related to the improvement of future teachers' subject-matter competences content, the selection of optimal

means of influence on each construct of subject-matter competences, the development and use of modern information technologies as means of forming students' competences, problems connected with humanitarian disciplines axiological potential further study and others.

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