ISSN 2415-8828
ICV 2016: 56.87

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Науковий журнал



1 (11) 2018

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Випуск 1 (11)

Умань
ВПЦ «Візаві»
2018



УДК 8(082)
Ф 54

Рекомендовано до друку Вченою радою Уманського державного педагогічного університету імені Павла Тичини (протокол № 10 від 24 квітня 2018 року)

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Ф 54 **Філологічний часопис** : науковий журнал. О. Зелінська (гол. ред.). Умань : ВПЦ «Візаві», 2018. Вип. 1 (11). 174 с.

УДК 8(082)
ISSN 2415-8828 (Print)

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Засновник
Уманський державний педагогічний університет імені Павла Тичини.
Свідоцтво про державну реєстрацію друкованих засобів масової інформації КВ № 21683-1583Р від 24.11.2015 р.

учні відчують безпосередню причетність до справи відродження і пропаганди зимових звичаїв і обрядів свого краю, а в майбутньому зможуть передати традиції святкування Різдва і виконання відповідної драми «Коза» своїм дітям.

Беручи за основу запропоновані у статті методичні рекомендації для вивчення з учнями фольклорно-етнографічної спадщини Хр. Ящуржинського, кожен національно свідомий учитель зможе творчо використати їх, додавши своє «бачення» студіювання їх у школі, а також «винайде» свої форми проведення уроків і позакласних заходів відповідної тематики. З огляду на сказане стає зрозумілою і необхідність ***подальших пошуків*** у цьому напрямку: підбір доцільних методів і прийомів вивчення неоціненного фольклорного багатства регіону, запропонованого нащадкам кращими синами і доньками нашого краю, до яких належить Хрисанф Ящуржинський.

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Подано до редакції 12.03.2018 року
Прийнято до друку 11.04.2018 року

УДК 378:80-051 https://doi.org/10.31499/2415-8828.1.2018.142941

THE PRACTICAL TRAINING OF STUDENTS-PHILOLOGISTS IN THE PROCESS OF PROFESSIONAL COMPETENCE FORMING

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The article reveals the features of the methodology of forming the professional competence of future teachers of philology, which includes the following components: improvement of the content of professional disciplines in the process of their professional training, which includes aspects of learning (the formation of intellectual, informational, cognitive, linguodidactic, linguistic, foreign language, speech, linguistic, literary, methodological, interactive competences), education (formation of ideological-value, social (socio-cultural) vital competencies), search-research (formation of research-retrieval, special (reflexive) competencies) and scientific activity (formation of communicative, person-motivational, technological competencies); education (formation of ideological-value, social (socio-cultural) vital competencies), research-research (formation of research-retrieval, special (reflexive) competencies) and scientific activity (formation of communicative, person-motivational, technological competencies); selection of effective forms and methods (problem lecture, lecture – press conference, heuristic conversation, discussion, dialogue, debate, «microphone», «unfinished sentences», «brainstorming», open forum, seminar, business game, situation analysis, training, portfolio, pedagogical design, and methods for controlling and assessing the quality of knowledge; practical, laboratory and individual classes, educational and industrial practices, scientific research work (attraction to work in research laboratories, centers, scientific and practical conferences, master classes); mass, group (circular) and individual forms of extra-curricular work); implementation of a set of optimal tools (interactive whiteboard, computer networks, audiovisual technical, printed multimedia and text media) and interactive technologies (adaptive, personally oriented, information and communication, design, competence-oriented technologies, professional technologies, technology of portfolio).

Keywords: *professional competence, teacher-philologist, new school, professional training of future teachers, education, practical training, modern school, language education, concepts, European integration process.*

Коваль Валентина, Маслюк Катерина. Практична підготовка студентів-філологів у процесі формування професійної компетентності.

У статті розкрито особливості методики формування професійної компетентності майбутніх учителів-філологів, до якої входять такі компоненти: вдосконалення змісту фахових дисциплін у процесі їх професійної підготовки, що включає аспекти навчання (формування інтелектуальної, інформаційної, когнітивної, лінгводидактичної, мовної, іншомовної, мовленнєвої, лінгвокраїнознавчої, літературознавчої, методичної, інтерактивної компетенцій), виховання (формування світоглядно-ціннісної, соціальної (соціокультурної) життєвої компетенцій), пошуково-дослідницьку (формування дослідницько-пошукової, спеціальної (рефлексивної) компетенцій) і наукову діяльність (формування комунікативної, особистісно-мотиваційної, технологічної компетенцій); добір ефективних форм і методів (проблемна лекція, лекція – прес-конференція, евристична бесіда, дискусія, діалог, дебати, «мікрофон», «незакінчені речення», «мозковий штурм», відкритий форум, семінар, ділова гра, аналіз ситуації, тренінг, портфоліо, педагогічне проектування, а також методи контролю та оцінки якості знань; семінарські, практичні, лабораторні та індивідуальні заняття, навчальна та виробнича практики, науково-дослідна робота (залучення до роботи в науково-дослідних лабораторіях, центрах, науково-практичних конференціях, майстер-класах); масові, групові (гуртові) та індивідуальні форми позанавчальної роботи); упровадження комплексу оптимальних засобів (інтерактивна дошка, комп'ютерні мережі, аудіовізуальні технічні, друковані мультимедійні та текстові засоби) та інтерактивних технологій (адаптивні, особистісно зорієнтовані, інформаційно-комунікаційні, проектні, компетентнісно орієнтовані технології, ігротехнології професійного вдосконалення, технологія портфоліо). Методика формування професійної компетенції майбутніх учителів-філологів передбачає написання курсових і кваліфікаційних робіт з української мови та літератури, що є підсумковою ланкою, свідченням готовності майбутніх словесників до практичної діяльності. Однією з найважливіших вимог до

написання наукових праць є використання експерименту, питальників, методичних розробок учителів-новаторів, власного досвіду та ін.

Ключові слова: *професійна компетентність, учитель-філолог, нова школа, професійна підготовка майбутніх учителів, освіта, практична підготовка, сучасна школа, мовна освіта, концепції, євроінтеграційні процеси.*

The problem of teacher training requires scientific revision of the value system, the formation of professionally important qualities, promotes the search of proper forms of the process while one is studying in a higher educational establishment. The renovation of the educational system of Ukraine, its entering European educational area, the promotion of innovative processes, the implementing of different modern applications into the studying process of a higher educational establishment – everything provokes the training of new generation students-philologists. It is becoming the most important condition for the whole native culture revival, its integration into European community. For the last years the competence approach in education, professional competence and its formation for the students of different specialties have been the main problem for scientists (N. Bibik, L. Vaschenko, N. Holub, I. Yermakov, V. Kremen, V. Luhovyi, O. Ovcharuk, O. Pometun, O. Sytnyk, O. Sysoieva, Zh. Talanova etc.). I. Zymnia, V. Luhovyi, A. Markova, J. Raven, A. Khutorskyi took the development of competency-oriented approach in teaching as their main line for investigations. While other scientists (T. Brazhe, V. Vedenskyi, N. Zhuravska, I. Zarubinska, I. Ziaziun, V. Kotsur, I. Kryvonos, N. Kuzmina, V. Maiboroda, S. Martynenko, L. Mitina, V. Nesterov, O. Pakhomova, I. Pidlasyi, N. Ostapenko, O. Semenoh, I. Sokolova etc.) developed the analysis of professional competence, its structure and content. They proved that the competency approach means wide system changes in the studying process of a higher pedagogical educational establishment. It relates to the methods of teaching of course content, knowledge evaluation, educational technologies and the connection between the higher education and other levels of vocational education.

According to S. Sysoieva and I. Sokolova, the society globalization and the personality need for quick adaptation to the condition of polycultural world build the interest in language education as an instrument of person's life [Сисоєва, Соколова 2016, p. 70].

Language education is an important mean of person's mind formation and his ability to be *socially mobile* in a polycultural society, *academically mobile* in European and world educational areas, *professionally mobile* in international, European ad national job markets.

Language politics is one with high priority in the programs of the European Union.

After the symposium, the Swiss national scientific foundation started the language levels projections that lead to the formation of 'European Language Portfolio' – a testing form of person's language competences [Сисоєва, Соколова 2016, p. 71].

According to experts, in the nearest future in job market the most successful specialists might be those who are capable to study for the whole life, think critically, set goals and reach them, work in a team, communicate in a polycultural society and have another skills.

The key competences are speaking state and native languages, if it is different, speaking foreign languages; mathematical literacy; the competences in natural sciences and technologies; informational and digital competency; the ability to study

for the whole life; social and civil competences; enterprise and financial literacy; universally cultural literacy; ecological literacy and practicing healthy lifestyle.

The renovation of general secondary education pedagogy includes the transfer to the pedagogy of the partnership between a pupil, a teacher and parents. It requires substantial teacher training with new studying methodologies and technologies, especially information and communication technologies [Закон України 2016].

N. Volkova states pedagogical communication has to be personally oriented, dialogical and to be held on the subject-subjective level [Волкова 2006, p. 26].

The important place in the process of realization of the professional competency of would-be teachers-philologists formation includes the course 'Methodology of the Ukrainian Language Teaching'. The reason for it stays in the fact that the professional and methodological training of modern teachers-philologists consists of native language traditional methodology experience, its theoretical principles, practical recommendations and the proficiency in new scientifically and practical achievements which have been possessed in the time of the national school revival and the education renovation in Ukraine. The renewal of the course content meant the training of would-be teacher of the Ukrainian language for the pedagogical work in conditions of modern school reformation, realization of language education concept in Ukraine; experience for ensuring of students' system of theoretical knowledge and professional abilities which might help them to form children's language and speech competencies, educate conscious citizens of Ukraine; teaching students of theoretical knowledge and practical needs of a modern school correlation, implement new methodological ideas into the practice of a course studying; the development in students cognitive interests, the prospects of improving his professional training, the ability to work with educational methodology literature; the formation of research skills in would-be teachers-philologists, the development of self-study scientific skills.

The problem of vocational training of students-philologists stands in need of innovative process knowledge to be held in a modern school, renovating of the Ukrainian language teaching process, using of interactive teaching methods, modes and means, experiencing of new professional vocabulary necessary for practical school work: universally didactic, psychological, linguistic, literary research, linguistic and didactic terms.

Y. Korotkova states in the content of theoretical language training there has appeared the following courses: psycholinguistics, text linguistics, social linguistics, computer linguistics, communicative linguistics, cognitive linguistics etc. [Короткова 2016].

The system of methodological education of would-be teachers-philologists includes practical lessons. The forms of their conducting are lesson plans analysis, self-analysis and the analysis of the visited lessons in secondary general educational establishments, the analysis of higher educational establishments and school courses of the Ukrainian language, the defense of lesson plans in students' scientific society, making tasks and exercises of problem-search character, the text selection for dictations, retelling, creative tasks, making confirmatory visual charts, schemes, their samples are presented in the educational training manual 'The Methodology of the Ukrainian Language Teaching in Secondary General Educational Establishments' [Коваль 2012].

During the practical lessons of the course 'The Methodology of the Ukrainian Language Teaching' the next methods were used: debate, discussion, interview, 'panel discussions', role playing, training etc. While studying the topic 'The Types of

the Ukrainian Language Lessons, their Structure and Methodology' the instructor organized the discussion with the Socrates method: the questions-answers. Thus the group of students can be coordinated in the necessary direction in advance. For example, problem questions of the dispute: *Prove the natural union of the content and the form* of the lesson conducting. What is the link of the lesson with the psychological educational process? What lead to the choice of the teaching methods, modes and means at the lesson? Is it necessary to determine a 'composite lesson' as a separate type of language lesson? What alternative forms of lesson are used by a teacher-philologist?

Thus, laboratory lessons as organized educational forms in higher educational establishments and methodology of vocational education are one of the types of self-study practical and research students' work. The specific feature of practical lessons of the course 'The Methodology of the Ukrainian Language Teaching in Secondary General Educational Establishments' is theoretical and methodological knowledge integration with students' practical abilities and skills in the conditions close to the real professional work.

The peculiarity of laboratory lessons in methodology of the Ukrainian language teaching in the realization of the methodology of professional competencies of would-be teachers-philologists formation lied in the students obtaining the abilities to use theoretical knowledge on practice, teaching to adopt the experience of the teacher of secondary general educational schools, planning educational material on their own, modeling the lesson plans of different types.

In order to realize the methodology of professional competencies formation for the students of the experimental group the specific course 'Language Analysis' has been designed. Its content includes generalization, systematization and the formation of abilities and skills to analyze words on their structure and the availability of any phonetical, lexical and grammatical features, characterizing of syllables, stress, vowels and consonants, sound changes in the word etc.

The specific course as a methodological mode of knowledge reinforcing, the activation of the material mastering process, the development of independent thinking, takes the substantial place in the modern Ukrainian language studying. Having no ability to make a phonetical and grammatical analysis skillfully, explaining the definitions of categories and forms properly, the student can't obtain phonetics, morphology, syntax of the Ukrainian language and use grammatical analysis correctly on every level of school language teaching.

The course includes a clear structure: phonetical word analysis; phonetical text analysis; orthographical word analysis; graphical word analysis; morpheme analysis; word-formative analysis; etymological analysis; lexical analysis; phraseological analysis; morphological analysis; syntax analysis; punctuation analysis; the studying of language analysis on the basis of new computer technologies.

The content of each laboratory and practical lesson included the provision of its process dynamics and consisted of the structural elements: the problem setting, the body relied on the solving of educational questions, and the final part – views sharing and summarizing. During practical lessons they used the modes of interview, dispute, group work and discussion, 'brain storming'.

The practical lessons on the course 'The History of the Ukrainian Literature' led to the formation of would-be teachers-philologist professional competency by means of educational and cognitive activity activation, using problem questions which provoked a dispute between the participants. It was clearly obvious when the issue of the ideological concepts of master's works was touched. The estimation of

the students studying process was made according to the criteria of the credit transfer system taking into the account every type of the activity (report processing, processing of additional information of bibliographical character, analysis of literary texts, poetry declamation).

Now, the vocational training of would-be teachers at practical lessons on the course 'The History of the Ukrainian Literature' contained educational, educative, research and scientific activities. In the process of studying intellectual, informative, cognitive, literary, methodological, interactive and other competencies were formed. The experience of them proved the development of professional capacities and pedagogical mastery; the active educational methods were used: dispute, dialogue, 'microphone', 'incomplete sentences', 'brain storming', the analysis of the situation, training, portfolio, pedagogical projecting and the methods of control and estimation of knowledge quality.

The results of the experiment on the realization of the methodology of would-be teachers-philologists professional competence formation showed high productivity of theoretical and practical lessons on the course of the linguistical cycle 'Ukrainian Dialectology'.

In the process of Ukrainian dialectology studying search, research, expositive and illustrative, word methods and interview were practiced. They helped to experience phonetic transcription, develop the skills of dialect phenomenon analysis.

The practical lessons formulation included the studying of the theoretical material on the topic, the accomplishment of the written home tasks, analysis and abstracting of scientific articles on the practical lesson topic.

During the practical lessons on the course 'Ukrainian Dialectology' traditional teaching methods and modes were performed. They also included modern technologies. Thus, in the lesson on the topic 'The System of Consonants in Dialects ('hovirky') of the Ukrainian Language' in the given extracts of the dialectal texts the students were able to find and comment on phonetic phenomena of consonantism. It helped them to follow historical sound processes in dialectology. So, the students had a possibility to obtain and comprehend the difficulty of the problem and importance of the dialectal material.

The sound record of the dialectal speech was held in the lesson. It helped to hear the real dialectal speech, show and analyze consonant phonemes of the given dialect ('hovirka'). Local records made by the students were also presented to find in students' utterance speech mistakes which had been reasoned by dialectal surrounding. On the lessons the work with 'The Atlas of the Ukrainian Language' was widely used; on the linguistic maps the ones determined the territorial extension of dialectal phenomena. For the pedagogical control on the quality of the students obtaining of the studying material computer tests and tests of diverse types were offered. The modern education gives a major role to self-study work that is a main form of active teaching in the process of higher education obtained by students. That is why the tasks for self-study were realized on the lessons. It promoted better experience of educational material. The self-study work of the students was directed on the inspection of scientific, chrestomathic literature, linguistic and geographic, lexical and graphic works. Thus, they were able to experience the curriculum fully, get ready for dialectal practice that is the continuation and finish of the course 'Ukrainian Dialectology'.

According to the curricula of the specialty 'Ukrainian Language and English Language and literature' the 'Ukrainian Dialectology' studying on the faculty of Ukrainian philology finishes in two-week dialectal practice that is an active form of

students-philologists teaching. The main goal of the practice is to extend students' knowledge on Ukrainian dialectology being obtained on lectures and practical lessons; select, analyze and describe the samples of lively dialectal speech of local people; conclude that with exclusive features of dialectal material of different region; educate students in love for native land, language, customs and rites of their folk.

The perspectives of the work – the realization of students' research investigations. It proves the scientific importance of the selected material by the students.

The preparation for the practice started on the studying of the course 'Ukrainian Dialectology', on lectures and practical lessons when the students learnt phonetics, vocabulary, morphology, syntax of the Ukrainian dialectal speech; the areas of dialects of different types ('narichia', 'hovir', 'hovirka'), and their peculiarities; the methods of material solution and exploring; experienced phonetic transcription, obtained the skills of reading and transcribing of dialectal speech samples.

During the dialectal practice selecting and learning Ukrainian dialectal speech, the students had a research work; obtained the skills of dialectal speech objective fixation and their next systematization and classification; determined common and different features of dialectal and literary language; found the influence of dialectal surrounding on oral and written speech of pupils.

The practice leads to the general state goal. The students collected scientifically true material for the next dialectal learning in order to compose regional dictionaries and the Dictionary of Ukrainian dialects ('hovir'). The work with the material was held in East-Podillia Scientific and Coordinating Center of Regional Ethnography. According to the results of the dialectal research the thematic dictionaries of East-Podillia dialects ('hovirky') have been published ('The Vocabulary of East-Podillia Beekeeping', 'The Dictionary of Clothes and Shoes Names in East-Podillia dialects ('hovirky')' and monograph ('The Dialects of Historical Areas of Uman Region and Close Lands')).

The professors of Ukrainian language and its methodology chair have designed the reference book on selecting and learning dialectal material and thematic questionnaire programs. They are being widely provided in the educational process.

To start recording the dialectal material the students learn the main features of a dialect ('hovirka'); listen carefully the pronunciation, determine the peculiarities of sound ranks of phonemes, their positional and dialectal variants, the form differences (of doublets and parallelisms), syntactic constructions and others; underline common and different speech features of the community. They also recorded the material on the population of the definite inhabited settlement, its national structure, decided the process of its colonizing (or over settling), fixed its historical data (of different legends, papers etc.). The students recorded previous village names, their changes (in orthographic writing and phonetic transcription), previous and present administrative division. The remoteness of the nearest town (economic centre), train station were urgent to record, the directions were objected as well (e. g. to the South, South East etc.).

According to the program of the practice the students selected lexical material, fixed its peculiarities, recorded lively dialect speech ('hovirka') on a digital device, made a conclusion on the place of the explored dialect in the system of language and territorial formation of the Ukrainian language.

So, the tasks which had been offered the students for dialectal practice, promoted the formation the skills of research work, the development of oral and

written language, improved the communicative skills; helped would-be teachers-philologists improve the system of work which led to pupils' mistakes avoiding. They could be reasoned by the influence of a dialect ('hovirka'), extended the forms and methods of the work.

Folk practice possesses an important significance for the formation of would-be teachers-philologists professional competence. The search work of students-philologists within the folk practice is an important mean of involving them into the Ukrainian national culture, educating them on the best national traditions, the formation of the new national school teachers. We consider the value of research folk work in that it promotes:

1) the development of oral and written students language;
2) the extension of students' knowledge in folklore;
3) the formation of research work skills;
4) the improvement of students skill to communicate;
5) the involving youth to the origins of better national traditions;
6) the development of the skill to observe the life peoples' folklore creation in natural conditions;
7) the rise of general spirits;
8) the improvement of civil activity of youth;
9) the extension of patriotic feeling.

The program of folklore practice includes the realization of educational, professional and scientific tasks. Educational tasks are the extension of the knowledge of the Ukrainian native folklore; professional – the formation of folklorist-collector skills; scientific – to produce the skills of making a research, observation, comparing, facts matching, empiric and original material comparing.

During the folklore practice the students investigated the original language, obtained many phraseological units, greetings, wishes, felicitation samples, the traditional schemes of national etiquette speech.

The visit to respondents, the folklore experts, talented performers, communication with them, the life in the same community, the farm work with them, the observation over national festivals and workdays, introduced students to everyday village life, its culture, immateriality, leisure time (games and songs). These all are very important elements for the students who may work in a village.

It is urgent to state during the folklore practice the students lived in another conditions – in the community being different to the academic group; it better showed the behavior, the features of character of each student; they could better identified each other, estimate themselves and their friends in non-typical situations. They appeared in new conditions and helped to estimate everybody in the proper way.

The trainees correlated with live process of mass folk culture where one may find truly folk works as well as conventionalized imitations.

The students' preparation for the folklore practice was made in several stages. During lectures and practical lessons the instructors directed students to the tasks of the nearest practice, used regional folklore materials, met with performers of national songs, national bands. On the laboratory lessons that were purposely organized, the audio tapes were listened to, the videos of the previous expeditions were watched, and the best samples were learnt in detail led by qualified instructors, a musician-instructor particularly. On the given records the students tried to identify the belonging of the work to the definite folklore genre; experience the knowledge which

later would help them to demonstrate their competence, erudition; build the confidence bridge.

During the second term the students obtained the course 'Search Ethnic Work' with the following topics: 'The State of the Folklore Tradition in the Region', 'The Outstanding Speaker of the Regional Folklore', 'Folk Bands of the Region', 'The Methodology of Folklore Material Selection', 'The Basic Requirements for Field Recording', 'The Folklore Archiving', 'The Peculiarity of Recording of Individual Folklore Genres'.

Folk singers were usually invited to the lessons. Thus, it is necessary to mention the meeting with Uman citizen Motrona Sinkevych who helped to record about one hundred songs; folk band 'Kalyna' (*from Ukr.* – a cranberry bush), Cherpovody village; folk band 'Krasnopilskyi Vykrutas' (*from Ukr.* – the twist from Krasnopilka), Krasnopilka village. During the meeting the students learnt how to record folklore works, communicate with guests.

Before the folklore practice defense the students were prepared substantially as it is the mark of their abilities to make first filed explore. It is also a first step into science.

The folklore practice defense was held in several stages. The first stage is for a tutor to check student's material which he had presented on the department, made recommendations for the defense procedure.

The second stage is for a student to show his knowledge on the traditions of the definite region; determined active and passive folklore genres; spoke on the folklore speakers, folk singers and tellers; the village history.

The practice results were demonstrated in the form of a Power Point report.

During the defense conference the sections of folk studies, ethnography, dialectology, ethical pedagogics, and Christian ethics were ready to work with the students. The instructors and tutors determined the best students' works and recommended to publish them in the students' periodical 'Yatran'. The author of them was awarded to the honorable cup with the portrait of H. Tantsiura and with the sign 'for the best folklorist'.

The next stage is a concert where the students demonstrated folk songs, dances, legends taken during the practice.

The research work of the students during the practice had been planned to help them find the subject for the course work on the folklore practice and prolonged its work on the further years of studying being led by the tutors of the appropriate department.

The result of the students' research work was the production of articles (annual students' periodical 'Yatran'), course works, and qualification papers.

On the materials of the folklore practice the following qualification papers have been made: 'Modern Children's Folklore of the Uman Region: semantic, structural and functional aspects', 'Wedding Songs of the Eastern Podillia: Functioning, Poetry, Symbolism', 'The Problem of Local and Regional Folklore Studying in Lischynivka Secondary General Educational School for Levels I–III', 'Modern Children-oriented Folklore and its Use in Educational and Educative Work of Secondary General Educational School, Lehedzyne Village', 'Calendar Ceremonialism of the Winter Cycle of Kolochava Village and its Use in Educational and Educative Work of Secondary General Educational School' etc.

Within the methodological system there has been presented the complex of innovations in pedagogical practice holding. There one may find the strategy and

tactics of the pedagogical technology of the formation of teachers-philologists professional competence.

The school practice in a higher educational establishment is one of the most important stages of teacher training for practical work in secondary general educational establishments of different types. It is a link between a theoretical study and would-be self-oriented school work. During the practice the theoretical knowledge obtained while studying is being extended, professional abilities and skills are being produced, pedagogical thinking and creativity are being developed, the process of professional personally oriented qualities is being intensified.

During the school practice on professionally oriented courses the students observed pedagogical situations, the specific work and interaction between a teacher and children peculiarly. While observing there was held the analysis of educational and educative, pedagogical aspects during the lessons, the learning of new characteristics and personal qualities of class pupils; the individual approach to some pupils in educational and educative process was made, the obedience and deflections levels of some pupils, the corrective changes into the educative work with the pupils were determined, the level of educative lesson efficiency, peculiarities of student behavior and relations between teachers and pupils were implied.

The estimation of the students' professional abilities on the practice was made according to the criteria:

1. Philological training: the knowledge of the Ukrainian language and literature on the school programs and text books.
2. Methodological training: the ability to design a lesson plan; the ability to explain the material on the lesson; the ability to work with different didactic tasks; the ability to use a blackboard.
3. Pedagogical abilities: the ability for peer observation; the ability for self-analysis of the lesson.
4. Personal professional qualities: the ability to share the attention; the ability to influence a pupil emotionally.
5. The work attitude: discipline; the initiative in lesson preparing.
6. Professional: to read professional literature; to study separate pupils and the whole class.
7. Communicative culture: with pupils, with teachers.

The innovative approach in the school practice organization was a pilot scientific and practical conference. Unlike the traditional introductory conference, it was performed in several stages. Each of them helped to solve pedagogical situations of linguistic and methodological character.

The first stage included demonstrative lessons of the teachers-philologists and literature.

The second stage was designed in the form of the round table conversation when the teachers, students-philologists and the instructors of the higher educational establishment discusses different questioned on the school practice.

The third stage was named as 'students' reading when would-be teachers offered their research works on pedagogics and psychology, the methodology of the Ukrainian language and literature, philology (the answer topics coincided with the content of the demonstrative lessons) for discussion. The last level is a final discussion of all the subjects of the educational process when the students received recommendations on the would-be practice.

We underlines the innovative level of the practice – portfolio. The traditional students' report on the practice results involved the plans of the checked and

extracurricular lessons, the description of the educational packages on the Ukrainian language and literature, the characteristics of the leading teachers on the student teachers etc. It happened often when students' report appeared to be the formality only: reading them t was difficult to check the personal professional competence of the would-be teacher, the direction of its development. The experience of the students' portfolio saved the situation. Portfolio was known to be a collection of student's works that proved his participation in the educational process, the effectiveness of the educational process. Additionally, portfolio was characterized as a paper to show student's development, the results of his self-realization, and his style of studying, his intellectual level and culture. According to the students' quiz, this form of materials demonstration helped them to show the creativity. We have noticed the possibility for creativity in work is a special need of students-philologists.

The methodology of the formation of would-be teachers-philologists professional competency underlines the importance of course works and qualification papers on the Ukrainian language and literature which are the final step, the index of the preparedness level of would-be teachers-philologists for the practical work. One of the most significant requirements for a research work is the use of the experiment materials, questioning, and methodological peculiarities of teachers-innovators, personal experience etc.

In the reference book 'The Research Work on the Ukrainian Language' [Дуденко, Коваль 2014] the instructions for research students' work are demonstrated. During it the students have to obtain the skills of working with scientific, methodological and reference literature, editing the texts of different types, using the methodology of translation and text referring, methods of informational search etc.

Thus, the realization of the methodology of the formation of would-be teachers-philologists professional competency was supplied by the given strategies on the lectures, laboratory and practice lessons, business games, and disputes, different types of practice, course and qualification papers. It included different aspects as studying, education, scientific and research activities.

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Подано до редакції 11.04.2018 року
Прийнято до друку 12.05.2018 року