

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
**ГЛУХІВСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ**  
**ІМЕНІ ОЛЕКСАНДРА ДОВЖЕНКА**  
**НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ**  
**ІМЕНІ МИХАЙЛА ДРАГОМАНОВА**  
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**"ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ УНІВЕРСИТЕТ"**



## **"THE 21ST CENTURY CHALLENGES IN EDUCATION AND SCIENCE"**

### **МАТЕРІАЛИ**

*IV науково-педагогічних читань молодих учених,  
магістрантів, студентів іноземними мовами*

**14 квітня 2016 року**

**Глухів - 2016**

*Рекомендовано до друку рішенням вченої ради Глухівського національного педагогічного університету імені Олександра Довженка  
(Протокол № 12 від 25 травня 2016 року)*

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**М 34** **Матеріали** IV науково-педагогічних читань молодих учених, магістрантів, студентів іноземними мовами "The 21st Century Challenges in Education and Science" / за заг. ред. Ткаченко Н.М.: [Випуск 3] – Суми: ФОП Ткачов О.О., 2016 – 248 с.

Збірник містить статті, у яких викладені результати науково-дослідної роботи молодих учених, магістрантів, студентів іноземними мовами у різних галузях науки.

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## PHILOLOGY TEACHER THEORETICAL LITERARY COMPETENCE AS THE COMPLEX INTERDISCIPLINARY PHENOMENON

In the information and technology era the functionality of the fiction significantly changed, the role of the compensatory-hedonistic features works of art increased. Mass literature "model" of one-dimensional reading of only popular literature texts is distributed. The mentioned phenomena focus scientists and educators attention on the figure of the philologist teacher causing increasing significance of his socio-cultural mission, enhancing quality requirements to his training. Professionals able to generate interest in reading and deep understanding of works of art of each student, encouraging him to identify valuable meanings literary phenomena are currently in demand. To perform this task, namely integrity, deeply understand the special literature as art, successfully design schemes, literary activities algorithms, effectively use them, a teacher should have a high level of literary competence.

The defined concept was begun to actively use in the last three years. The researchers represent alternative views on the essence of the literary competence. Basing on the theoretical analysis we have reasons to differentiate three generalized viewpoints of understanding the nature of the literary competence. According to the first one (T. Balykhina, V.Koval', O.Semenoh, I.Sokolova) the theoretical literary competence is the unity of the literature and language teacher's competences securing the process of fulfilling the according activity. In the second position approach (M.Vitoshko, A.Vitchenko, O Isayeva, L. Miroshnychenko, L. Petriyeva,

O Ratushnyak, A. Solomonova, H.Tokman', V. Shulyar) the essence of the literary competence is represented by a hierarchical set of literary knowledge, skills, literary and creative abilities of the personality, which depend on the success of the appropriate activities. In the context of the third ideological position (O. Vorozhbytova, V. Sydorenko, S.Shapkin) the literary competence is analyzed as a quality of personality that characterizes understanding, willingness and ability of a man to continuous self-development and self-awareness through realizing art and literature and own creative activity.

The essence of the literary competence expressiveness is strengthened by the characteristics of integrity, hierarchy, multires, emergenciness, intersubjectivity, policomponent and polifunctional nature, flexibility, openness, nonlinearity, existential and individual nature and subjectivity. As a phenomenon the literary competence appears and develops in understanding the literary phenomena, their evaluation, interpretation and transferring meanings of the separated texts content, development and design of sustainable schemes and algorithms of the related activities.

In order to ensure the rational use of the term "literary competence" and the formulated definition the scientific discourse of pedagogy and educational space explored the correlation between the defined concept and the following scientific categories: "literary awareness", "professional competence", "professionalism". The idea of O. Pometun on clustering competencies in the following blocks was applied: key (above subjects and interdisciplinary) competences which make the base of the ability to perform various professional activities effectively, solve urgent problems; such competences form and improve competence by means of continuing education throughout life; sectoral competencies that are formed during the whole period of assimilation of the content of the knowledge area (in the middle, higher and postgraduate levels of education), are displayed in interpretational variants of awareness of human's social and cultural role, mode of operation of the industry, skills to involve the competence to solving individual and social problems; substantive competence, acquired by studying a particular course in the middle, high school during the academic year or degree of studies.

Transferring this idea to the level of research led to the objective needs to consider the hypothetical nature of the literary competence in different dimensions. First, as interdisciplinary competence as literary activity provides adequate knowledge, awareness, evaluation and interpretation of literary works of different styles, objective understanding of literary critical works, creative use of the acquired scientific statements. Second, as the sectoral competence as literary criticism is an independent scientific field, the meaning of which, according to the requirements of the educational standards, is

learnt at secondary, higher, post-graduate levels of education. Thirdly, as the substantive competence as literary knowledge, skills and experience are acquired mainly in the mastery of special training courses.

In particular, literary competence as *a result of the professional education of intending teachers of Ukrainian language and literature* comprises, firstly, a set of motivational value orientations on literary space, school literary education, literary training; secondly, holistic, integrated scientific knowledge of literary space, information on the theory of literature, literary criticism, literary science methodology, the main varieties of literary features and their implementation; Thirdly, the complex of professionally important qualities for the implementation of complex literary analysis of literary events and facts, interpreting them adequately according to the artistic nature of literary creative activity.

*Theoretical literary competence as literacy* (according to Ye. Belozertsev's views) means: first, deep possession of fundamental content of special education; second, knowledge in the field of education and scientific innovation, classical and contemporary literary, artistic and literary practices; thirdly, the presence of stable individual and personal needs in the pursuit and deepening of such information, the ability to make optimal use of knowledge, understanding and interpretation of literary events, literary and critical reviews, theoretical and literary studies. Together, the components form readiness expressed by a person to perform different kinds of literary activities. According to this perspective the theoretical literary competence of intending teacher of Ukrainian language and literature is characterized as an individual readiness for successful implementation of the literary activity as the background of the psychological and educational actions and specialist's self realization.

In the contemporary discourse it is generalised, that competence covers not only the knowledge, skills, motivation and culture and activity. Therefore, the definition of a conceptual nature of the literary competence of intending teachers of the Ukrainian language and literature and its development in the process of training attention was paid to the individual and personal interests, abilities, values, goals setting on obtaining the literary education, understanding literary phenomena, needs of creative and critical thinking, performing complex literary analysis, reflecting; aesthetic tastes and literary thesaurus possession.

The above mentioned reasoning is partly reflected in the realizing the literary competence as a part of the intending teacher of the Ukrainian language and literature *professional competence*, based on the possession of competencies (intellectual, perceptual, textual, reflexive, hermeneutic, interpretive, reading, literary, cultural, discursive, information,

research, heuristic, creative, psychological, educational, methodical and technological) and is manifested in various forms of literary activity. At the same time each type of competence includes gnostic, design, regulatory (constructive) and communicative components. Gnostic component covers the system of knowledge required to successfully perform a certain kind of literary activity, projecting includes knowledge about the processes of forecasting and prediction in the comprehension of literary phenomena and literary facts while regulatory means the ability to influence the inner circle, and communicative is revealed in effective communication.

Thus, the competent teacher of Ukrainian language and literature is differed from a qualified possessional with the fundamental knowledge, skills and professional skills by the distinguished ability and willingness to implement optimally and effectively acquired and developed qualities in the professional and educational activities. Thus literary competence means the presence of, first, the intending philology teacher's internal positive motivation to the effective performance of professional functions, and secondly, the system of the formed professional values and attitudes to literary and artistic practice, literary science and literary activities, and thirdly, sophistication of creativity for self realization.

As the basis of the competence approach is a culture of self-fulfillment that provides the ability of self expression, it was logical to consider the appeal of literary competence from the perspective of the professional skills. In the context of the professional development of intending Ukrainian language and literature teacher with high or creative level of literary competence, able to implement and promote new forms of technology, methods and techniques of professional and educational activities based on the latest (often created by him/her) block diagrams, algorithms and mechanisms of literary activities. In this activity the philology teacher is clearly aware of his/her responsibility for the chosen solution, identifies goals, objectives focusing on the basic values, achievements and practical problems of the profession. Literary competence as a part of the professional skills enables continuous personal and professional development of the personality, contributing to the individual style of activity. Thus the role of literary competence in personal and professional development of the intending philology teachers acquires significance, and its development in the context of the concept of "lifelong education" emerges as an important factor of the professional training system.

Thus, literary competence as an integrative personal and professional formation affects the implementation of goals, objectives and profile of basic school literary education and training the intending teachers of Ukrainian language and literature. Acquired *pupils' literary competence*

contributes to their self realization in the process of adequate knowledge of themselves and the world through reading, reflecting, evaluating and interpreting the literary works. *Pupils' developed literary competence* actualize their awareness of the importance of mastering courses (as an integrative, interdisciplinary and fundamental, academic orientation), helps to enrich the thesaurus and increase its level for learning literary phenomena, leads to fulfilling literary activities and the development of the individual style that is fully implemented in the future professional work.

*Philology teacher with the creative level of the literature theory competence* is able to more quickly and efficiently manage to form pupils' strong interest in mastering the works of the classical and modern literature, awareness and reconsideration senses content perceived texts, to make the process of analyzing literary phenomena in a psychologically delicate process of education the individual student and exciting research "search for truth" answers to life important issues.

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#### USING PODCASTS IN TEACHING ENGLISH

A special place in the foreign language teaching holds Internet. In the arsenal of the Internet there are many resources that can be used in studying English language (online dictionaries, movies, computer programs, email program, Skype, podcasts, etc.).

A new method of learning foreign languages and listening skills forming using authentic materials in the Internet, a podcasts' method, has become quite popular recently. Such researchers investigated the usage of

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