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**LITERARY COMPETENCE OF FUTURE PHILOLOGY TEACHERS'  
PROFESSIONAL DEVELOPMENT  
(BASED ON THE EDUCATIONAL EXPERIENCE OF GERMANY)**

**ABSTRACT**

*The author performs a theoretical analysis of the educational experience in philology teachers' professional training in Germany in the context of solving scientific problem of literary competence development. Internal and external factors of this process have been determined both by socio-political realities, economic, philosophical, cultural, psychological factors, and the dynamics of the literary process in developed countries, content diversity of literary studies, methodological, aesthetic, methodological factors of mastering literature process have been emphasized. Particular attention has been paid to designing strategies for studying modern literature based on Bourdieu's theory providing a detailed understanding of specific contexts and holistic understanding of the literary field due to metadiscourse analysis. Through the use of empirical data the process of literary field theory establishing in the German literature study has been explained, attention has been focused on reviewing the G. Grass' latest novel by literary critics under the influence of external and internal factors of literary process development that specifies educational process of literary competence development.*

*Key words: future philology teacher, professional training, competence, literary competence, literary field theory, context, metadiscourse, postmodern literature.*

**INTRODUCTION**

Under the conditions of the dynamic social development, global changes in the socio-cultural space the issues of professional development and, in particular, literary competence of the modern philology teacher are becoming topical. The abovementioned integrated personal and professional formation appears and acquires further literary activity development that is the basis of professional work. Literary competence of philology teachers provides professional activity on a fundamental, scientific basis by applying the mechanisms of literary activity. Teacher's literary competence makes the process of students' reading culture formation, the development of their critical thinking as well as aesthetic tastes and preferences.

Germany is acknowledged among European countries, where educational establishments organize professional training of teachers at a high level, and like Ukraine, at the end of the 20th century, underwent significant administrative and territorial transformations. Thus, theoretical and practical experience research of future philology teachers' literary competence will be scientifically valuable as it aims at extrapolating positive achievements of foreign countries into Ukrainian educational space that will affect the development of national system professional training of literary competent specialists.

**THE AIM OF THE STUDY**

The aim of the article is to identify some features in the development of future philology teachers' literary competence on the example of German educational experience.



### THEORETICAL FRAMEWORK AND RESEARCH METHODS

The dynamics of the literary process in every developed country reinforces the significance of literary competence diversity in the context of future philology teachers' professional development. Therefore, it is logical that Ukrainian researchers (N. Avshenyuk, N. Bidiyuk, V. Kudin, O. Matvienko, O. Milyutina, N. Makhynya, N. Nychkalo, L. Puhovska, A. Savchenko, I. Sokolov etc.) pay attention to understanding foreign educational experience. Different aspects of teachers' professional training are investigated in the works of German educators (B. Armbruster, K.-O. Bauer, J. Bastian, F. Buchberger, D. Gensel, G. Flach, P. Fogel, L. Fried, B. Klafki, K. Klemm, F. Koch, K. Kummel, G. Meehnert, M. Muhmann, G.-E. Nuhn, H.-U. Otto, B. Pallasch, K. Pollmann, R. Preuss, N.-G. Rolf, U. Wischkom, T. Zander and others). German scientists suppose that modern teacher should not be only mentor and "supplier of advanced teaching knowledge intuition", but also an experienced practitioner with a high level of creative critical thinking and skills, acquired at all stages of educational training and practice. The abovementioned considerations confirm the need for theoretical analysis of German educational experience in professional training of competent philology teachers.

### RESULTS

The development of literary competence in system of philology students' training is recognized by us as a multifaceted process requiring diverse literary activities in the following dimensions: **social and cultural functions and social mission** of native language and literature teacher; **socialization processes; forms of activity** (specific mechanisms of certain actions as for different kinds of literary activity), which is one of the driving forces in the individual's self-development; **social and cultural phenomena** with inherent qualitative and quantitative changes in social and professional life of philology students; **mastering by the individual theory and practice (experience) of literary activities**.

Of scientific interest in this aspect is the educational experience of Germany as for mastering modern literature by future philology teachers, focused on adequate perception, understanding, awareness and literary achievements implementation in the practice of professional education.

An important historical and political, economic and socio-cultural event that has determined the strategy of literary education is creating a united state as a result of the unification of FRG and GDR. Thus a series of literary discussions and disputes, variety of thematic areas and styles, writers' desire to represent themselves were launched. Literary field theory of P. Bourdieu, which provides comprehensive mastering of postmodern literary works was admitted to be optimal. Mastering learning courses according to a new strategy provided for forming a coherent picture of perception, understanding and awareness of fiction as a special art by clear distinguishing meta-discourse texts characteristics (such as "literary field of the power", "literary art box", "socio-cultural field" etc.).

In contrast to the German experience, in educational practice of Ukraine assimilation of historical and literary courses is carried out chronologically and according to style and genre genus-criteria (e.g. old Ukrainian literature, realism literature, sentimentalism literature, postmodernism literature, 1960s' poetry, 1920s-1930s' prose, modern drama, etc.).

The key idea, being the basis of future philology teachers' training in Germany, focused on the development of literary competence is the awareness of the literary field as a unique world that operates according to its own, special laws of "financial independence" and some "economic logic", influenced by social laws. Therefore, studying literary and artistic works in educational establishments in both Ukraine and Germany, on the basis of scientific and research, consciously perceived, evaluative orientation varieties of literary

activities future philology teachers try to objectively determine the political, social and cultural status, economic rewards and social recognition, philosophical position, each postmodern writer's artistic style. However, in educational practice of Germany literary education activity has a greater effect on the holistic development of professional competencies provided by meta-discourse performance analysis according to the literary field theory. Fundamental priority mechanism of mentioned activity is the contrast between subjective aspects of the expression or announcement of its objective perspective by clarifying the position of the speaker's communicative utterances regarding the text content that is a kind of narration and narrative strategy. The described actions undoubtedly characterize acutely the essence of the art language and thinking of postmodern authors' works. Unfortunately, at Ukrainian universities mastering texts of modern literature is mostly carried out in chronological order (writers of 1980s, writers of 1990s, etc.), to some extent being contrary to the specifics of postmodern art discourse, caused by the "game-improvisation nature".

Important for the development of literary competence is the idea of meta-awareness that every historical period literary field is the "place of competition", which confirms the "status quo" of every writer on the principles of hierarchy. According to the higher principle i.e. "elitist" literary "subfield" operates under the criterion of "material lack of interest" and "economic independence". According to another principle i.e. heteronomy or "principle of popular literature", "subfield" exists for temporary success criteria, economic reward, and desire to obtain wealth. This principle is explicated, for example, by contrast, "I" - "Other", "inner body" - "external body". Therefore, the "inner body" is a reflection of subjectivity, the author's consciousness, positioned in the modern philology as "consciousness of consciousness" while "external body" reflects the objective reality. In specific cases reflecting the specific nature of the author and hero in the course of literary activity is based on an analysis of the artistic speech characteristics. Creative activity of such Ukrainian writers as Yu. Andrukhovych, Yu. Izdryk, I. Karpa, L. Kostenko, M. Matios, T. Prokhasko and others and German as J. Bessing, T. Brusig, Yu. German, J. Hensel, F. Illis, K. Kracht, A. von Schonberg, I. Schultze, B. Stuckrad-Barre can be seen as the examples here.

In mastering historical and theoretical and literary disciplines in domestic universities theory literary field, meta discourse and geoepoetical patterns are taken into account only sporadically, causing formation of students' stereotypical thinking, world outlook, assessment of subjective considerations as for individual works or writers (for example, concerning the creative activity of such writers as Ya. Halan, A. Holovko, O. Honchar, O. Kornychuk, M. Rylsky, P. Tychyna, V. Sosyura and others), defined on the ground of getting acquainted with typical literary reviews, critical reviews etc. Instead, in Germany future philology teachers master fiction, focusing on the writer's identity to a certain literary "subfield" and during literary activity they found out that writers - representatives of the "elite subfield" create works for a limited number of readers (personalities with a high level of intellectual development). Artists are eager to assert their own prestige within narrow social class intellectual elite, so they deliberately choose a "temporary failure" among the general public in order to be recognized by mankind over time frame, by getting high scores of their "artistic value" from future generations.

However, in the higher educational establishments of Germany, unlike domestic universities, little attention is paid to the mastering the content of literary-critical works on the ideas of the literary field theory. Instead, future teachers of the Ukrainian language and literature realize that the literary process in Ukraine actively involves not only writers and literary critics and theorists, but also journalists, publishers and readers even if they establish the significance of each literary and artistic phenomenon from different angles,



and accordingly affect the establishment of the prestige and popularity of each author. In the process of mastering the historical and theoretical and literary courses in Ukrainian university students investigate and learn also inner and inter literature relations among writers, determine the advantages and disadvantages of literary interaction and writers' impact on different literatures. For the development of literary competence within professional training of philology teachers in Germany, the attention is focused on the literary analysis and critical reviews, journalistic essays, works of art relating to one field, such as "field of power" that we will reveal on the example of "Wide field" ("Ein weites Feld", 1995) by G. Grass. As a result of scientific and research, conscious, evaluative-orientation kinds of literary activity future philology teachers allocate the basic preconditions that have founded meta discourse analysis and history of literary field theory establishment. In particular, while performing research and search tasks they find out that the first information report on a new novel by G. Grass was published on the pages of the German newspaper in March 1995; later, in April, on the initiative of prominent literary critic M. Reich-Reinitski with tremendous success a presentation of the new postmodern work was organized. Proof of the event's success was the involvement of more than 700 participants of the meeting and numerous positive publications in journals.

Thus, in the course of further researching the history of the novel's publication and the study of literary-critical research on the work of later historical periods, future specialists note that the original literary and critical evaluation of novels by M. Reich-Reinitski was somewhat subjective and based on the profound analysis of a single selection, read by the author during the presentation in Frankfurt.

Thus, after the unification of BRD and DDR, the literary discourse clearly faced two polar positions on the novel by G. Grass: the writers, literary critics, journalists and ordinary citizens-readers exposed creativity of the artist and negatively evaluated novel, while others spoke of the support to the writer. Performing tasks in the context of literary history on the publication of the novel "Wide field" results in the formulation of meta-ideas by future philology teachers. According to this idea, the resonant discussion as for the literary works' evaluation has started the phenomenon of analyzing by literary critics in their publications rather some of their opponents' arguments, studying extra literature processes and facts, "literary gossip" than work's artistic criteria. For example, the newspaper "Suddeutsche Zeitung" blamed the publisher for illegal advertising the novel (the book was published on the highest quality level, including justification of smallest details to present it to the public as important and meaningful socially significant project). According to the newspaper reporters, G. Grass advertised his own work. In the form of an open letter the magazine "Der Spiegel" published an article by M. Reich-Reinitski where he harshly criticised the novel, although he initiated the first position on the progress of the work. Later on the television show "Literary Quartet" the novel was represented as a tabloid work of banal content. Thus, the novel "Wide field" by G. Grass gradually shifted from the literary and aesthetic plane of discussion to the historical, political and socio-cultural ones.

Based on the study of the maximum number of comments, notes, reports on literary and critical evaluation of art, future specialists will notice emerging a new kind of review, which will allow solving any literary contradictory situation based on the transfer of emphasis from the literary context in historical and political one. Thus, the literary and critical assessment of the work is grounded on not aesthetic and artistic criteria but on socio-economic, historical and political factors. At the appointed stage it is preferably to create a suitable environment for mastering conscious objective sense ideas, content of which causes the development of literary competence within the assimilation of literary-

critical, artistic and scientific discourse. Such an overgeneral idea can become the understanding that progress in the development of literary process, especially under the influence of postmodern trends, "literary shows of separate literary critics" are becoming topical, much attention is paid not to the actual works, but the effects in literature. So literary critics are more created "trend" rather than the content of the writer's work (Фуко, 1996). The very fact of the focus shift in literary and critical discourse from the studies of actual work to the analysis of the scientific and practical reception confirms the change of paradigms both in the global and domestic literary landscape. For literary works are repeatedly studied, reread, retold and interpreted, "trust of the reader to the semantic codes" is reduced and discursive mastering often substitutes the actual work.

A similar trend is observed in the Ukrainian literature process. Discussions of literary critics on works lead to the fact that the primary focus of the public, scientists and educators is made on a meta discourse and the study of literary and artistic work is of minor significance. Hence, the issues related to the explanation of the modern reader interests, the role and importance of the media as for spreading propaganda of literary works, support and development of reading culture society "blindness and moral sins of literary critics and media" are becoming of great importance (Потемина, 2007). These phenomena give reason to believe that mastering modern literature, aimed at the development of future philology teachers' literary competence must be carried out with regard to historical, political, social and cultural contexts.

Theoretical analysis of the educational experience in professional training of philology teachers in Germany shows that the effective means of the abovementioned formation's development is the identification, detection, understanding and adequate awareness of the different contexts interaction (literary-critical, literary, autobiographical, media, social and cultural, historical and political) that can be filed in the "art contexts".

In the system of national professional training of philology teachers, extrapolating ideas of mastering literary works on the theory of the literary field, it is important to find out, show and analyze the interaction of the literary field's , define their role and function in the overall metadiscourse. In the context of described example these are the features of writers such as G. Grass, literary critic M. Reich-Reinitski, media, publishing, political and public figures and readers (Фуко, 1996).

Key stereotypical questions aimed at analyzing contexts can be formulated on the basis of available information sources, as follows: "How should a writer behave in a situation of dictatorship, if he is a conformist (non-conformist, dissident or "internal exile"? How are historical and political realities to be presented in the literature works? How politically engaged can art discourse be?"

Analyzing the realities of German literary process (the scandals associated with the Karl Wolffs work, literary discussions about the confrontation of different generations, replacing "politically engaged literature" with apolitical "pure literature" etc.), future philology teachers realize that in their speeches literary critics and writers from western part of Germany accused writers - the eastern part's representatives of conformism and thus tried to deprive of their right to participate in future literary life in Germany, to deny the legitimacy of their work. The main works of modern German literature, being the main source of literary competence theory for the literary field, are works of the eastern part's authors: "Simple Stories" by J. Schulze, "Heroes like us", "Sunny Alley" by T. Brussig and literary texts of western part's writers: "Fatherland", "1979" by K. Kraht, "House Will Wait" by J. Herman, "Soloalbum" by B. Shtukrad-Barre. A book of essays by western

writer F. Illis "Generation Golf (2000), a biographical essay by eastern author J. Hensel "Kids Zone" (2002), the manifesto "Tristesse Royale" (1999) by K. Kraht, J. Bessinha, E. Nickel, A. von Schonberg, B. Shtukrad-Barre, published in book form of "pop writers" talks in the current generation and close this topic can be considered the significant works.

For the development of future philology teachers' literary competence both in Germany and Ukraine the understanding of the modern writers' works should be carried out on the principles of postmodern meta discourse disclosure characterized by special features, particularly a different mentality, life style and individual-specific personal attitude to the media. Positive educational experience in future philology teachers' training in Germany is that students single out the role and importance of each writer's contribution to literary process in the country and characterize it as "an agent of a certain literary field" (Bauer, 1996). It is important that future philology teachers professionals can also set the main factors of a writer's acquiring popularity and on this basis each of the authors can be included either to the "elite" or "mass" literary "subfields".

German experience of studying literary process features by practicing the typology method of literary art techniques at local and habitus levels deserves attention and use in the educational training of future Ukrainian language and literature teachers. In the national system of professional education comparative historical (genetically-pin) and comparative typological (comparable) methods of literature comparative study are traditionally used. Within mastering historical and literary courses the defined methods are used fragmentary.

According to German researchers, mastering literary works using a typology method based on the literary art techniques within teachers' professional training at the local level provides for analysis and comparison of paratextual and conventional techniques (topic selection, action (plot, style) deployment algorithm etc.). These paratextual techniques are differentiated into two groups: "peritextual" aimed at creating titles, forewords, afterwords, chapter headings, footnotes, etc; "epitextual", meaning direct or indirect interview with the author, debates, lectures, critics' reviews and others.

The artistic work analysis by using typology methods of literary art techniques within the teachers' professional training at habitus level appeals to the disclosure and understanding the images system, reasons, feelings, emotions, perceptions, attitudes obtained by the writer as a personality at the socialization stage that enables successful operation of the creative personality in the socio-cultural space (according to P. Bourdieu) (Negt, 1996). A holistic understanding of literary works at two levels enables identification, multifaceted research, reconstructing the author's methods (Negt, 1996) affecting the development of research skills, textual, value-orientation, interpretative varieties of literary activity. Frequent are cases in which the basic premise of the original idea and creating a potential source text in the form of "game-dramatization" is a certain way of the writer's lifestyle (unlike the Ukrainian system of professional training, where the main focus is made on some biographical facts and events, rather than complete picture of the artist's life), regarded in education as staged guidance for the audience as for interpreting the work, life and the writer's text.

Given this, such reasoning is only logical acceptable to German literature analysis that the writer's individual style is so-called "social product of interaction, observation and interpretation and yet a form of social separation" (Soefner, 1986). Instead, in the Ukrainian literary science and educational practice while analysing writer's individual style attention is paid to the analysis of artistic style.

Effective influence on the development of future philology teachers' literary competence has understanding of modern literature works considering methods of "staging



fashion", variability of past interpretations by representatives of different literary generations through encouraging the "communicative memory" of the nation (Soefner, 1986). Apolitical mood of the 21<sup>st</sup> century writers significantly alters the literary and artistic discourse, replacing it with the latest non-standard forms of reality artistic transformation that requires the strategy of literary science to be updated both abroad and in Ukraine.

#### CONCLUSIONS

Thus, foreign educational experience is topical and also requires adapting and extrapolating into the system of professional training of literary competent Ukrainian language and literature teachers. Transforming German educators' achievements, it is important to form scientifically based worldview of the advantages and disadvantages of "elite" and "mass" authors of philology students, to distinguish differences and similarities of writers in each group, create a tentative "profile" of representatives from each of the groups. The presence of clear ideas about writers, literary critics, and literary specialists on separate field in the minds of future Ukrainian language and literature teachers will contribute to the successful implementation of research, conscious, evaluative orientation, interpretative, educational, literary textual varieties of literary activity, and identifying objective evaluation of literary works or writer's literary activity.

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