

THE WAYS TO IMPROVEMENTS IN METHODOLOGICAL TRAINING OF FUTURE LANGUAGE AND LITERATURE TEACHERS FOR THE COMPETENCE-BASED APPROACH IMPLEMENTATION

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Abstract. In the article, the authors revealed some aspects of improvement in the methodological preparation of future teachers of the Ukrainian language and literature for the implementation of the competence-based approach which is deemed to be constitutive in international educational practice, in particular in Ukraine. Teaching in Ukrainian school is based on competence-based principles. The reform “New Ukrainian School” undertaken by the Ministry of Education of Ukraine aims at establishing school, at which it will be pleasant to study, and which will provide the learners not only with knowledge but also with the respective skills of applying it in everyday life which is changing rapidly in its social aspect, and the skills of being an active citizen of one’s own country.

The aforementioned challenges of contemporary life determine the preparation of teachers to the implementation of the competence-based approach into the educational process. In the article, a number techniques are highlighted, notably the types of activities applied at lessons of language and literature using the competence-based approach.

Keywords: educational process; competence-based approach; preparation of future language teachers

Introduction

Contemporary social challenges, the dynamic advent of the information environment and globalization processes require shifts in the educational system, since the priority of acquiring profound knowledge is not able to maintain the development of such attributes of an individual as innovativeness, leadership, adaptability, creativity, etc. While analyzing the phenomenon of transformations in the modern society, Toffler, A. stated that “the world that is fast emerging from the clash of new values and technologies, new geopolitical relationships, new lifestyles and modes of communication, demands wholly new ideas and analogies, classifications and

concepts” (Toffler, 2000: 14). The society is in need of a socially active patriotic citizen with a potential for self-development and acquired key and subject specific competences. This is what the competence-based approach sought to do, thus forming the principal development path of educational practice and the framework for modernization of the educational process in Ukraine. It is widely acknowledged that a qualified teacher only is able to deal with the challenges of the competence-based approach; that is a teacher who acquired the aforementioned competences and possesses scientifically substantiated and experimentally verified tools for the effective development of the competences in the students. However, practice shows, that the scope of knowledge acquired at higher educational institutions is not sufficient for practising teachers; moreover, the system of methodological training of future teachers is preserving conventional features to a considerable extent.

The need to implement the competence-based approach is substantiated in the works by Bolotov, V., Higherty, R., Khutorskyi, A., Raven, J., Selevko, H., Toffler, E., Verbytskyi, A., etc. The pedagogical foundations of the implementation of the competence-based approach in Ukraine are distinguished in studies by Dubaseniuk, O., Holub, N., Khymynets, V., Liashenko, O., Lokshyna, O., Ovcharuk, O., Sysioieva, S., Topuzov, O. and other scholars addressing this issue.

The analysis of the content and scope of the state-of-the-art studies demonstrates that the research is dedicated predominantly to the formation of particular competences, notably the communicative one in the process of teaching phonetics and orthoepy (Kostolovych, T.), text linguistics (Ovsiienko, L.) and stylistics (Babenko, V.) to future teachers, and the communicative-and-strategic competence of future primary school teachers (Oliiar, M.), and therefore having segmental features. To date, the pedagogical science has been lacking coherent studies examining the framework for forming key and learners’ subject specific competences.

Whereas graduates are deemed not to be thoroughly prepared for the implementation of the competence-based approach in the educational process of today’s schools, it is essential to highlight efficient ways to improve methodological preparation of future language and literature teachers for the implementation of the competence-based approach. The present time necessitates distinguishing methodological dominants in training future educators to teaching the Ukrainian language from primary school to senior grades, whereas it is a common practice that the methodology of teaching Ukrainian at primary school is elaborated separately from the development thereof at main and senior school. Consequently, a teacher, who starts working at grade 5 having no working experience, could encounter difficulties lacking information as to the scope of knowledge the learners had gained at primary school and as to the list of the acquired skills worth referring to.

The aim of the article is to distinguish and describe the ways of improving the methodological training of future teachers of Ukrainian to implement the competence-based approach into the process of teaching the Ukrainian language.

In this study, the following methods were applied, notably analysis and synthesis of pedagogical and psychological works which enabled defining the principles of distinguishing the nature of student-based teaching, the competence-based and task-based approaches and aiming at the implementation of the tasks brought forward by the competence-based methodology, and determining the efficient ways of improving the methodological training of future teachers of Ukrainian for the implementation of competence-based approach into the process of teaching the Ukrainian language; monitoring of the educational process at secondary and higher educational institutions which enabled highlighting the efficient ways of the competence-based approach implementation.

Discussion

It is widely acknowledged that effective addressing the challenges of the competence-based approach is within the capacity of a proficient teacher, who possesses the aforementioned competences as well as scientifically rigorous and experimentally verified tools for the effective development of the competences in the students. However, practice shows, the scope of knowledge acquired at higher educational institutions is not sufficient for practising teachers; moreover, the system of methodological training of future teachers is preserving conventional features to a considerable extent.

In this the article, two ways of improving the methodological training of future teachers of Ukrainian for implementation of the competence-based approach into the process of teaching the Ukrainian language are considered; firstly, modernization of the content of methodological preparation of future language and literature teachers; secondly, optimization of forms, methods, instruments and resources of the methodological preparation.

The present time necessitates the renovation of the content of students' training, particularly, by way of introduction into methodologies taught at higher educational establishments a scope of facts and information which familiarize the students with conceptual foundations of the competence-based approach and its basic notions, namely, "competency", "competence", "subject specific competence", "key competence", etc.

We assume, the the conventional statement "methodology deals with four issues: why to teach, what to teach, how to teach and how to check the result?" lacks an important component, notably "whom to teach". It should be clearly defined what a learner would become owing to the acquisition of Ukrainian. The answer is provided in the explanatory statement to the statutory programme, that the formation of a competent speaker, a patriotic and spiritually rich linguistic individual. In this regard, future teachers should realize that the shift to the competence-based approach provides for the enhancement of practice-oriented dimension in linguistic education, which enables application of theoretical knowledge as a practical

instrument of construing the phenomena and solving problems, integration of successful experience in specific situations, shifting from the process to the impact of the education in practical dimension, which, in its turn, results in an impetus for elaboration of the content pursuant to the specified educational outcomes; updating of teaching and training and instruments resources of the educational process (programs, textbooks, manuals, including e-learning materials); development of the reliable monitoring system and adjustment of the process of learners' key and subject specific competences formation.

Due to the fact that the advanced educational process has evidently become more psychologically oriented, the elaboration of the foundations for forming the learners' competences assumed particular importance.

Ukrainian psychologists (Liubchenko, O., Petrunko, O., Serhieienkova, O. etc.) emphasize that contemporary scholars "grew up surrounded by news feeds and clicking of remote controls. An option to choose is their main value. Searching is their best skill. There is always a better site and newer information for them. All you have to do is find it." (Miroshnykova, 2017). Nowadays, the content of the methodological preparation of future language and literature teachers needs revision, firstly, in the aspect of introducing information concerning typological features of learners belonging to different age groups from the perspective of the theory of generations and the psychology of development; the results of the state-of-the-art psychological research on the leadership capacity development, critical thinking, innovative thinking, creativity, emotional intelligence, etc. It is essential to prepare future teachers for forming the autonomy of thinking in their learners, which fosters the distinction of one's own attitude from other person's, their comparison and estimation, and thus forming the system of attitudes.

General didactic principles (scientific, systematicity and consistency, succession, sustainability and viability, use of visual aids, accessibility, awareness, emotional learning and teaching, creativity, links between theory and practice, developmental studies, etc.) constitute the basis for linguistic preparation at school. It is deemed expedient, in addition to general didactic principles, to distinguish the principles which highlight the essence of student-oriented teaching, competence-based and task-based approaches and refer to the implementation of aims of the competence-oriented methodology, notably the motivational basis of the educational process; value-based orientation; enhancement of learners' cognitive activities; directing the teaching and learning process on comprehensive and harmonious development; activity of an individual; individualization; inherent unity of a personality, speech and educational process.

It is widely acknowledged that contemporary teachers has lost monopoly over information, thus, it is deemed necessary to train them to present the learning material at the lesson so that it could arose interest in learners. Consequently, the importance of methodologically coherent selection of forms, methods, techniques and

instruments relevant to the content is enhancing. In view of this, these days in the education community the widespread misperception is that the competence-based approach does not imply the acquisition of substantive knowledge by learners enough for meaningful and comfortable living of an individual in a society. It is presumed that this perspective has resulted from the limited interpretation of the notion “knowledge” that is “understanding” or “keeping in mind” a scope of educational information. The resulting situation requires a clear division of the notions “to know” and “to remember”. The academy thesaurus of the Ukrainian language presents the following commentary on the verb “to know”: to possess certain or special knowledge in a particular area, to be aware of something, to have expertise in something. The verb “to remember” is construed as “to keep in mind, not to forget”. Life experience proves that there is a necessity for a modern person to remember everything, inasmuch as searching for required information demands little effort. It is much more important to figure out exactly what information is needed at the moment and how to find it.

The analysis of the respective studies results in the conclusion that the competence-based approach implies the learners’ acquisition of knowledge which is an instrument of determining vectors of self-directed activities, self-actualization of an individual and a means of receiving new information. This calls for the engagement of future teachers to critical comparative analysis of alternative existing school textbooks as to their compliance with the requirements of the competence-based approach, to elaboration of guidelines aiming at the enhancement of the efficiency of a particular textbook. This approach enables improving students’ analytical and productive skills.

In the process of training, future language and literature teachers for the implementation of the competence-based approach, it is essential to take into consideration the fact that over the years the systemic and structural model of teaching Ukrainian in secondary education establishments had been utilized. It was designed basing on the principles of the predominant position of linguistics, “the image of a language” by Ferdinand de Saussure. The aforementioned model provided acquisition of profound theoretical knowledge by students, but it could not eliminate the contradictions between the available knowledge and the lack of skills to apply is knowledge in practice.

The implementation of the competence-based approach into the educational process in up-to-date schools assumes the transformation of the systemic and structural model of teaching Ukrainian to another one, notably anthropocentric, i.e. aiming at the formation of the linguistic individual of a learner. Khymynets, V. states that “The competence-based approach shifts the emphases from the process of accumulating normatively defined knowledge and skills to the area of formation and development learners’ ability to act pragmatically and creatively apply the acquired knowledge and gained experience in various contexts”, i.e. instead of accumulation

of knowledge the formation of personal values and attitudes of the subjects of the educational process occurs” (Khymynets, 1997). This entails the necessity to train future teachers to select such tasks which would foster the formation of learners’ ability to “act beyond the framework of educational plots and situations” (Bolotov & Serykov, 2003). In such tasks the interests of the learners should be taken into consideration, moreover the tasks should direct them towards practical acquisition of knowledge and application of the acquired knowledge in everyday situations. The tasks should foster positive and value attitude to the language.

Due to the fact that the educational process has evidently become more psychologically oriented (and it is a reasoned trend), it has an impact on the choice of teaching methods. In addition to the methods enabling acquisition and consolidation of knowledge and forming learners’ skills, it is expedient to introduce methods and techniques of stimulation, motivation, creation of comfortable environment, self-regulation, etc. into the structure of a lesson. In this regard, preparation of future teachers to their work at school envisaging the implementation of methods, techniques and resources able to foster learners’ motivation to acquire the subject and enhance their cognitive abilities is of particular importance.

The results of a survey conducted among language teachers in the period of 2018-2019 in Ivano-Frankivsk, Kherson, Khmelnytskyi and Zaporizhzhia regions (223 people), demonstrated that 85% of teachers give preference to interactive methods, which involve learners in communication, effective cooperation and problem-solving. The teachers of Ukrainian were asked to list best practices and arrange them by using the method of expert estimations. This enabled defining such dominant methods as project-based and situational ones.

An in-depth content analysis of Methodology textbooks for students proved that there is insufficient attention to the aforementioned methods. This necessitates re-focusing of the content of the topic “Methods and techniques in teaching Ukrainian”.

It is deemed expedient to introduce the aforementioned methods into the process of teaching methodology of Ukrainian in an intensified manner in order to demonstrate their features to the students, thus preparing them for the autonomous application thereof in further professional activities. The review of the experience of higher educational establishments in Ukraine and abroad proved the efficiency of project-based teaching and learning, that is project-based education.

Taking into account the fact that projects might be effectively integrated into the educational process in any higher educational institution since they do not change its content, which is specified in the curricula and programs, they can be introduced into the teaching process of any subject.

Polat, O. distinguishes the following types of projects: by predominant activities – *research* projects which require a carefully designed structure, defining a purpose, relevance, social importance, applicable methods, including the processing of results, comprise the rationale of the relevance of the chosen topic, definition

of the problem under research, its subject and object, specification of the tasks of the research, etc; *creative* projects which typically have no thoroughly designed framework of joint activities of the participants since it is drafted at the beginning and is expected to develop further; *role-based* projects, in which the participants are expected to play roles predetermined by the specificity and content of a project; *information* projects, which are focused on collection of information on a certain object, phenomenon, etc.; *application* projects which include compiling a dictionary, a collection of dictations, a draft of a basic speller, etc. The following types of projects are distinguished by substantive activities: *a monoprocess* and *a cross-curriculum project*. By the nature of relationship: *domestic, regional and international*. By a number of participants: *personal, pair and group* projects. By the length of fulfilment: *short-term, average-term and long-term* projects (with durations ranging from one to several months) (Polat, 2004: 10).

Taking into account the core characteristics of a project (work with background literature, relevant practical value and material outcomes) it is assumed that their relative proportion should be expanded. In the process of teaching the subject “Methodology of teaching Ukrainian in secondary schools” it is recommended to apply various types of projects: as preparatory ones for carrying out complex autonomous project research it is expedient to employ *short-term* projects which aim at preparing a brief presentation on the topic of a tutorial or a lecture. For instance, “*Distinguished personalities of Ukrainian linguistics*”, “*Programs and textbooks on the Ukrainian language*”, “*Types of extracurricular activities*”, “*Tools and resources for teaching Ukrainian*” and “*Types of dictations*”, etc.

A distinctive role is ascribed to long-term projects within the frameworks of which the students are expected to plan teaching of a particular linguistic topic to learners of a relevant grade. Such tasks involve specifying a scope of requisite knowledge and skills to be acquired in conformity with the current program on the Ukrainian language; development of scheduling pursuant to the number of hours stipulated by the programme and series of lessons of different types on the respective topic; drawing up a lesson plan to the theme using interactive technologies; creation of visual aids and teaching material as well as a package of monitoring and testing tasks and assignments. For instance, “*Teaching phonetics, graphics, orthoepy, orthography in the 5th grade*”, “*Teaching the topic “The Noun” in the 6th grade*”, “*Acquisition of information on compound sentences in the 9th form*”, etc.

Particularly valuable projects are deemed to be the ones aiming at exploring the peculiarities of teaching and learning in primary schools as well as highlighting the sustainability of acquiring the material in the basic school, for instance, to prepare a multimedia presentation on the topics: “The sustainability and potential of teaching phonetics to pupils of the 5th grade of primary school”, “The sustainability and potential of teaching lexicology to pupils of the 5th grade of primary school”, etc.

Interesting and original are the projects on compilation of textbooks, manu-

als, collection of dictations, renderings and exercises elaborated by students. For instance, to compile a collection of dictations, it is necessary to grasp their classification and consider the respective requirements in detail (the number of words provided for a particular grade) and also the content of the programme to prevent the occurrence of unstudied orthograms and punctograms in the text.

The implementation of the project on textbook elaboration presupposes clear allocation of topics among the students (one student deals with one section). It is essential to find the optimal modes of representation of the theoretical material in age-appropriate terms, to select interesting exercises and illustrations for textbooks, to take into consideration peculiarities of working with gifted children and to provide multimedia support.

Particular mention should be made of the sustainability of the project “Speech portrait of a word” during which the students work with various dictionaries and determine the lexical meaning of a word (e.g.: family, life, soul, water, school, love, etc.) and its etymology, select words with the common root, synonyms, antonyms and phraseological units with this lexical unit.

Apart from that, they analyse the peculiarities of using this word in Ukrainian folklore, in sayings and proverbs, riddles, tongue twister, narrations, legends, folk superstitions and wisdoms, customs, folk games, folk songs and folk fairy tales. The information on the usage of a word in titles of literary works, newspapers, magazines, pictures, movies and literary texts helps enhance and broaden knowledge.

Projects aimed at finding ways for increasing students’ motivation to acquire the Ukrainian language, for instance, “Compilation on linguistic miniatures” are considered productive. Smielkova, Z. defines linguistic miniatures as “short exciting tales able to create an image of a particular linguistic phenomenon or notion” (Smelkova, 1999: 17). It is common knowledge that complicated theoretical material is best acquired if represented in a non-standard imaginative mode, inasmuch as speech expression plays an exclusive role in fostering students’ interest in learning the language. Linguistic miniatures can be represented both in prose and poetic forms (verses by Bilous, D., Bortniak, A., Svashenko, A., etc.) although the relative proportion of poetic ones is substantially higher. Turning into “living characters” and assuming artistic forms, a linguistic notion preserves its basic attributes. The aforementioned integration of both linguistic and extra-linguistic factors explains the learners’ interests to tests, besides, its imagery enhances memorizing” (Goroshkina, 2019: 6).

The project “Orthography in pictures” is considered productive. Psychologists and linguodidacts (Baranov, M., Davydov, V., Halperin, P., Hranyk, H., Ihnatieva, Ye., Khomiak, I., Markova, A., Mukhina, V., Petrovskyi, A., etc.) proved that a prevalent factor able to enhance the learners’ imaginative thinking in the process of orthography acquisition is deemed to be association pictures. According to psychologists, when certain mental structures emerged in consciousness

simultaneously or directly one after another, in that case, an associative bond is created, and the recurrence of any element of the aforementioned bond evokes in consciousness a representation of all its components. Abstract linguistic notions and relations between them become more coherent, inasmuch as they are integrated in comprehensible verbal or illustrative form.

The project “Multimedia glossary” is deemed to be interesting and didactically powerful. Its relevance is driven by the need for enhancing the nominative function of the language. Disappointingly, not every learner or student is able to explain the meaning of such words as *lilies-of-the-valley*, *dandelions*, *mallows*, *night-scented stocks*, *morning glories*, but nevertheless knowing what *a gerbera*, *a monstera*, *an amaranthus*, *a hibiscus*, *a dieffenbachia*, *a dracaena* and *cyclamen* mean. The use of common names “*flower*” and “*plant*” instead of specific ones impoverishes a person and makes the world less diverse. The electronic version of the glossary illustrated with relevant pictures and photos enables seeing the realia denoted by the respective lexical unit. It is assumed that the electronic glossary should primarily include the words, the interpretation of which might pose difficulties for the learners (this would require a thorough analysis of textbook texts and literary works under the program on both Ukrainian and World literature). Engaging the students in the execution of such a project contributes to the enrichment of their vocabulary and enhancement of their linguistic creativity. Skills and knowledge acquired upon the project implementation are distinguish by their specific profoundness, but are associatively connected with getting creative satisfaction, which is an incentive for new creative research. Hence, project-based learning contributes to future language and literature teachers for the implementation of the competence-based approach.

Within the framework of the competence-based approach, the teachers are introducing a situational method into the educational process, i.e. a method which entails introduction of specific situations aimed at defining and formulating a problem and choosing the best possible ways of dealing with it. In the context of the competence-based approach the selection of situations should be focused on the development of every component of the learners’ subject-specific and key competences (knowledge, skills, behaviour, attitudes, values, emotions, etc), i.e. to foster the formation of the system of value attitudes (universal, national, family and personal), and from the perspective thereof a student makes decisions, gives reasons for one’s actions and deeds; the ability to apply the acquired knowledge, basic cultural rules and norms and traditions of the Ukrainian society; to demonstrate humanistic attitude; standards of conduct approved by Ukrainian society and also appropriate emotional responses. The situational method ensures the implementation of the primary task of modern education, notably the development of a child, i.e. the process of quantitative and qualitative changes in personal, intellectual, behavioural and activity characteristics (Shyianov, 1999: 13).

Future teachers should be aware that in the process of choosing a situation it is

feasible to consider the scope of application of the knowledge and skills acquired by learners. Researchers addressing the problem state that a learner should be competent in the following areas: autonomous cognitive activities (acquisition of the techniques of taking knowledge from various sources, including those outside the classroom); socially useful activities (a citizen, a voter and a consumer); social labour activities (skills of analysing labour market conditions, evaluation of one's own professional capabilities, being aware of the norms and the ethics of professional labour relations and self-determination skills); everyday life (including the issues of one's own health and family life); culture and leisure (choosing the way and manner of spending one's own leisure-time) (Abakumova & Malkova, 2007: 14 – 15).

In the educational process, it is deemed expedient to use various variants of presenting a problem: a classical extended (Harvard), abridged version, a movie or video, a real-life story; a story told by a participant; an event occurred in the process of a dialogue; the analysis of a solution adopted regarding a particular situation (Klaryn, 1997: 87).

A powerful means of implementing the situational method is considered to be a text. This is a universal instrument of teaching, which can be applied at different lessons and contribute to the introduction of various teaching methods and meeting the objectives of a lesson. Working with background literature on the issue of using texts in the process of teaching Ukrainian lead to the conclusion that it is expedient to familiarize future teachers with such techniques of the situational method as reading, production of an intonation chart of a text; retelling a text; working with a dictionary (defining a lexical meaning of a word, thematic grouping of vocabulary words and using them in speech; fostering attention to unknown words; combining the words, etc.); stating and comprehension of the theme and the central idea; identifying the features and compositional elements of a text; defining stylistic characteristics and the purpose of an utterance; consistency of linguistic means with the concept, type, genre and style of speech; defining and substantiation of the type of speech; arranging a group or individual linguistic research; determination of an emotional impact of a text on readers and listeners; distinguishing and marking a certain linguistic phenomenon; consolidation of particular linguistic material (grouping, classification, structuring and systematization); formulation of a thesis and hypothesis, choosing arguments; drawing analogy to well-known facts, real-life examples, historical events, proverbs and aphorisms, literary works, quotations, epigraphs, etc.; explanation of spelling and pronunciation; arrangement of the respective revision; highlighting tropes for forming a sense of literary enjoyment; improvement of texts; selection of words and expressions able to enhance psychological comfort and make conflicts impossible; transformation of texts (expansion, abridging, enriching with certain linguistic units (neat words and remarks, synonyms, epithets, idioms and tropes), replacement of particular units with other ones, logical placement of the informative components of the text structure;

problem identification; implementation of logic operations (analysis, synthesis, comparison, collation, making conclusions); comprehension of behavioural patterns of the characters of a text and the collation thereof with the behavioural norms in our society; identification the potential impact of a text on the interlocutor; establishing the techniques of harmonious communication; expressing one's own attitude to the content of a text; the selection of commentaries; "transferring" a text from one style to another; reformatting a text into a chart or scheme, a picture, a table, etc.); defining the words and expressions with the conflict potential; creation of one's own statement, etc. (Holub, 2017; Goroshkina, 2011).

Future teachers are to comprehend that the aforementioned methods enhance the motivation of knowledge and cognitive activities of the learners, the provision of supporting environment and functionality of the knowledge acquired by learners.

The application of the methods in the educational process at higher education institutions provides for the optimization of forms, methods, resources and instruments of methodological preparation of future teachers for the implementation or the competence-based approach in schools.

The competence-based approach necessitates the formation of students' reflexive skills. A Polish educator Góralski, A. states that: "Encourage the children to check their own results and the results of their team" (Góralski, 1996: 7 – 8). Reviewing and analysing the relevant studies (Holub, N., Nishchenko, M.) indicate that reflection as a specific kind of thinking enables the development of a scope of essential characteristics of a learner, notably autonomy (it is not a teacher who bears responsibility for a pupil, but a pupil himself evaluating, becomes aware of his potential, makes his own choice, determines the extent of his speech activity and responsibility), resourcefulness, persistence (in case of a mistake or communicative fail shows no frustration, but appraises the situation and basing on new circumstances, sets new goals and successfully achieves them), competitiveness (is able and endeavours to do something better than others) (Goroshkina, 2011; Smelkova, 1999).

To make reflection it is necessary to determine the purpose of one's actions clearly: without realizing the purpose, it is harder for a pupil to be motivated for particular activities. Furthermore, one of the most demanded personality traits in the employment market is purposefulness, which is considered by psychologists in two aspects: as behaviour both determined and directed by a meaningful goal, and as behaviour consciously aiming at achieving the goal (Nishchenko, 2018: 71). Hence, the core component of a competence-based lesson should be goal-setting. Consequently, an essential component of the renewal of the methodological preparation of future teachers of Ukrainian language and literature should become their familiarization with the peculiarities of interdependence of goal-setting, purpose determination and goal attainment processes and intrinsic characteristics of goal-setting of a state-of-the-art lesson in Ukrainian language in basic school.

Specific conclusions reached from this study and directions for further research. There are two efficient ways able to enhance the improvement of methodological preparation of future teachers of Ukrainian for the implementation of the competence-based approach into the process of teaching Ukrainian: the first one is the content renewal of the methodological preparation of future teachers of Ukrainian language and literature; and the second one is optimization of the forms, methods, resources and instruments of the methodological preparation.

Thus, the scholars' mission is, firstly, to respond promptly to the challenges of our time, secondly, to enable teachers recognize that the major component is not the subject they teach, but the way this subject affects the formation of the learner's personality, and thirdly to elaborate efficient tools and instruments for the teachers to achieve the goals and objectives of school education.

Further development in the issue under study has to consider the research of the potential of information and communication technologies for the methodological preparation of future language teachers.

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