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Realities and Prospects of School Profile Literary

Education in Ukraine

Abstract: This paper presents the theoretical and methodological concepts of research on school profile literary education in the context of the new edition of the Concept of professional education in high school.

Tags: Comprehensive education school, vocational education, the methodology of literature, optional courses.

Problem formulation. In the context of globalization and European integration, a particular importance is given in Ukraine to the problem of the modernization of the content and structure of school education, the solution of which provides for the implementation of vocational education as of an important component of the national education reform. This approach has been consistently approved in secondary schools of Ukraine since the 2010/11 academic year [1]. In 2014, the Ministry of Education and Science of Ukraine developed a new draft Concept of vocational education in high school, which defined a strategy for the development of secondary comprehensive education and mechanisms for its implementation [2]. The draft Concept of the development of education in Ukraine for the period of 2015 - 2025 years provided for full transition to high school vocational training starting from 2017. The introduction of vocational education is regulated by the provisions of the State standard of basic and complete secondary comprehensive education which was approved in 2011 and based on the individual-oriented and competence-based approach typical of the European education system.

Latest research and publication analysis solve this problem. The theoretical foundations of school education modernization in the context of profiling problem is reasoned in the works of V. Kremin, V. Oheviuk, N. Bibik, A. Savchenko, the aspects of organization profile education in West Europe

countries are shown in the researches of N. Lavrychenko, E. Lokshyna. The formation of profiling education context and structure from the separate educational branches is shown in the publications of L. Matsko, L. Skurativskyi, E. Isaeva, T. Yatsenko. The problem of increasing philological students' education with the profiling direction in the humanitarian sphere was the object of scientists' researches V. Nedilko, E. Pasechnik, N. Voloshyna, S. Pylter, A. Sytchenko and others.

The aim of **the article** is profiling school education research, the definition of its principles and forms, the conditions of implementation the Concept of professional education in the process of philological literature studying in high school new edition.

Basic material. The concept is based on the didactic principles of consistency and continuity, variation, differentiation and individualization of education, which is to be the best way to promote the development of cognitive interests and abilities of students, their educational needs arising from being oriented at their future profession and subsequent life plans. According to the document, there are provisions for a systematic updating of high school, for sequencing between comprehensive secondary and vocational education, for creation of conditions for constant spiritual self-development of the personality of a student with the formation of the student's intellectual and cultural potential.

The developed Concept is oriented both to the domestic and international experience in the implementation of vocational education in high school. They also take into account the experience of establishment of the national profile school, functioning of schools of different fields, teaching and educational complexes, vocational and higher education institutions. Especially important for the modernization of the Ukrainian secondary school are the key trends such as the intensification of foreign education individualization, the minimization of the number of the required subjects, the optimization of the duration of the learning process and the number of profiles in accordance with the national socio-economic needs.

The content of vocational education consists of the invariant (the common) and variable components. The draft Concept provides for the reduction in the number of academic disciplines, where required subjects are the Ukrainian language and literature, foreign language, history, social studies, mathematics, natural sciences, technology, art, physical education and health. Profile subjects are studied 5-10 hours per week in grades 10-11. Thus, the main purpose of the vocational high school is to create conditions for maximum fulfillment of inclinations, interests and needs of students within the framework of educational programs based on a humanistic approach.

Profiling of school education provides for increased requirements to professional teacher training, the level of the teacher's pedagogical competence, knowledge and general culture. The teacher needs to operate, at a high level, scientific information and content items of basic and profile levels, to possess specialized logic of teaching disciplines, to understand the order of organization of vocational courses and optional courses. Use by a teacher of advanced information technologies, innovative methods, forms and means of education, the implementation of the foundations of personality oriented pedagogy, individual and humanistic teaching approaches contribute to the organization of effective vocational education. The teacher must be competent in the organization of the project and research activities of students (educational projects, individual and group exercises, independent work, work in the lab). Thus, in the present conditions the professional features of a school teacher are not limited to the provision of ready educational information; however, they provide for the implementation of the role of the organizer of independent educational activity of pupils, enabling of the establishment of their basic competence and professional self-determination.

An important part of the Concept are the conditions for its implementation. Qualitative changes in the content of education, methods, techniques and organizational forms of teaching subjects determine the particular features of a study of literature in school in the conditions of profiling. Formation of the modern

student-reader, the development of the cultural identity of the senior pupil, able to perceive various phenomena of art and give them their own reasoned assessment - the main task of school study of literature at profile level.

The profile literary education provides for an in-depth study by the students of philological profile of subjects in the education area of «Language and Literature». Didactic bases of vocational education are adapted to the methods of teaching literature at school and include:

- implementation of personality-oriented model of literary education as a result of the priority of individual perception and understanding by students of a work of art;
- priority of analytical work on the text of a literary work as a methodically-compatible mode of learning activities in the classroom, providing for the performance of oral and written creative tasks, individual reasoned assessment of the reading and the ability to debate;
- appeal to a broad cultural context (painting, sculpture, music, theater), intersubject communications («Ukrainian literature», «world literature» integrated course «Literature (native and world)») as a necessary condition for a holistic deep understanding of the aesthetic value of works of fiction literature;
- the use of interactive forms and methods of training activities (debate, «brainstorming», work in «Aquarium», the creation of a variety of associative chains, preparation of portfolio et al.), contributing to the development of critical thinking with high school students;
- the use of information and communication technologies as an effective means of access to educational information;
- the introduction of elements of research work contributing to the development of creative intellectual activity of students (preparation of essays, reports and presentations, research papers, Intel-projects, work in the Junior Academy of Sciences of Ukraine).

According to the Concept, the transition to vocational education provides an informed choice by high school students of certain subjects, special and optional courses both within the class and within uneven dynamic groups. Another positive thing is the provision of comprehensive schools with the right to independently use their own training base for the formation of a system of optional courses, which are implemented at the expense of variable component of educational content.

The draft Concept of vocational education (2014) states that «optional courses determine the specificity of a particular profile of training and are an effective means of developing cognitive interests and individual educational needs of students outside of their chosen learning profile» [2]. These are due to profile-forming and educational and developmental functions of optional courses, which are differentiated as special and optional [3].

Literary special courses open the practice-oriented aspects of knowledge, as they contribute to familiarization of students with the knowledge areas that are not represented in the content of basic and profile subjects, but are designed to match the future profession in Humanities and Philology. These special courses deepen and expand (but not duplicate) content of subjects of the variable educational component («Ukrainian literature», «Foreign Literature»), which determines the direction of specialization Philology. They are recommended for those classes that are oriented to the profile of Ukrainian, Foreign Philology and History and Philology profile. Contents of special courses as of an integral part of the contents of this profile are mandatory for all students to master. Philological profile is supplemented by special courses of interdisciplinary generalizing character that, based on the integration of knowledge of pupils, contribute to the formation of an integrated socio-humanitarian picture of the world.

Specifics of literary specialized courses is determined by a wide use of innovative learning technologies; activization of self-exploration and research activities of high school students; use of effective methods, techniques and forms of organization of learning activities of students (school university -type seminars, discussion, debate, student projects with multimedia presentations, literary

conferences, research work in the Junior Academy of Sciences), contributing to the development of figurative, literary critical thinking of high school students in the process of analysis and interpretation of a work of art; general presentation of literary concepts; in-depth study of literary eras, trends and styles; practicing different ways to analyze and interpret a work of art (traditional and such as comparative, structural and stylistic, artistic, semantic and etc.); actualization of the meaning of cultural and biographical approach to the study of literary and artistic events; vocational guidance of school students (meetings with representatives of philological professions). In the class of literary special course, unlike the optional, there must be assessment of the level of educational achievements of students [4].

Literary elective courses can help meet individual cognitive interests and educational needs of high school students, not connected with the specific profile of the chosen training. They are directed at further training and in-depth study of literary material in certain amount and of structurally complete content that is studied during a particular period at the request of the students. Optionals in literature are offered not only to classes of philological direction, but also to socio-humanitarian, artistic, aesthetic, natural sciences and mathematics, sports classes. In contrast to the special courses, content of optional classes is not directly connected with the obligatory educational content and is elected by the pupil to expand his world, learn about new areas of knowledge and human activity. Practice proves that extracurricular activities increase independent cognitive activity of pupils, deepening knowledge, and are of paramount importance for the development of their scientific and creative abilities. Using optional classes in literature provides high school students with the possibility to make a conscious choice of future profession and promotes their personal cultural level. Extracurricular optional classes are not subject to mandatory evaluation, but the level of educational achievements of students is evaluated as «Passed" or "Fail» on the results of the performance of certain types of work (protected abstract, developed a training project and so on. n.) [4].

An important condition for the successful implementation of the Concept of profile education is development and approval of regulatory didactic provision. So, at the Institute of Pedagogy NAPS of Ukraine there were created literary programs of elective (optional) courses recommended by the Ministry of Education and Science of Ukraine for use in secondary schools [5].

In-depth study of literature in specialized philological classes is the focus of the school program of the course «Literature in the Context of World Culture» (approved by MES of Ukraine «Approved for use in secondary schools» of 13.10.2010 №1.4 / 18-G-716), according to which there was prepared a handbook «Studying literature of modernism in high school» (approved by MES of Ukraine «Approved for use in secondary schools» of 23.05.2013 №14.1 / 12-G-179), which proposes a study of Ukrainian and foreign modernist literature in the context of different kinds of art that are ideologically and aesthetically interconnected and caused by the general laws of development of world culture. [6] The educational material focuses language and literature teachers on expansion of philological knowledge of high school students, philosophical theories of modernism period, the formation of a holistic view of literature as a part of the art world, understanding the essence of modernism as an artistic phenomenon of the late nineteenth and twentieth centuries, the disclosure of the features of its stylistic trends (symbolism, impressionism, romanticism, expressionism, neoclassicism) with the works of literature, fine art, music and architecture. The proposed methods, techniques and forms of organization of learning activities of students in the literature courses: school lecture (problematic, with elements of heuristic conversation and independent work), discussion, independent analysis and interpretation of the modernist work of art, the performance of different types of creative tasks, work with literary and critical materials epistolary modernists, training posts, abstracts, educational projects, multimedia presentations, etc., in a rational combination provide a great opportunity for high school students to master the skills of analysis and interpretation of modernist works in a cultural context, to

enrich their emotional and aesthetic experience of the literary creative capabilities, philological erudition needed for the future of humanitarian education.

Conclusions. Thus, an in-depth study of literature in the conditions of vocational education contributes to the development of the literary competence of high school students, their general erudition and professional self-determination.

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