

CHAPTER 3

THEORY AND METHODS OF VOCATIONAL EDUCATION

STUDENTS' INDEPENDENT WORK ON TEACHING METHODS OF UKRAINIAN LITERATURE AS AN IMPORTANT COMPONENT OF PROFESSIONAL TRAINING

Lubov Parheta¹

¹Ph.D. (Pedagogical Sciences), Associate Professor of the Department of Ukrainian Literature, Ukrainian Studies and Methods of Teaching, Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine, e-mail: lubovparheta@gmail.com, ORCID: <https://orcid.org/0000-0002-7461-6575>

Citation:

Parheta, L. (2024). STUDENTS' INDEPENDENT WORK ON TEACHING METHODS OF UKRAINIAN LITERATURE AS AN IMPORTANT COMPONENT OF PROFESSIONAL TRAINING. *Pedagogy and Education Management Review*, (2(16), 39–46. <https://doi.org/10.36690/2733-2039-2024-2-39-46>

Received: March 23, 2024

Approved: June 19, 2024

Published: June 30, 2024



This article is an open access article distributed under the terms and conditions of the [Creative Commons Attribution \(CC BY-NC 4.0\) license](https://creativecommons.org/licenses/by-nc/4.0/)



Abstract. The article reveals the essence of the concept “independent work of students on the methodology of teaching Ukrainian literature”, its forms, types, content, and the necessity of independent work. The purpose of the article is to reveal the essence of the concept of independent work, its forms, types, and content. Analysis, synthesis and modeling methods were used to study the state of research. The results of our research was carried out with the help of empirical methods: pedagogical observation, questionnaires, interviews, testing, the method of experimental evaluations. Mathematical statistics methods were used to process the research results. A system of questions and tasks for the independent work of students on the methodology of teaching Ukrainian literature in middle general education and senior specialized humanitarian schools is proposed; the material is structured according to the main problems of methodological science. Special attention is paid to research work in the methodology of teaching Ukrainian literature. In the current stage of educational reforms implementation, the preparation of philology teachers capable of thinking creatively, finding solutions in any pedagogical situation, and developing an individual approach to the learning process in accordance with the demands of the time is crucial. In this context, the problem arises regarding the selection of teaching forms and methods that will facilitate active interaction between the instructor and the higher education seeker, fostering their academic and professional growth. This concerns the system of educational and psycho-pedagogical measures where individualized and differentiated approaches in organizing students' independent work take precedence.

Keywords: independent work; forms, types of independent work; content of independent work; Ukrainian literature; methodology of teaching Ukrainian literature; professional training; coursework.

JEL Classification: I 23, I 29

Formulas: 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 7

Introduction. In the current stage of implementing educational reforms, the preparation of philology teachers capable of thinking creatively, finding solutions in any pedagogical situation, and developing an individual approach to the learning process in accordance with the demands of the time is crucial. In connection with this, the problem arises regarding the selection of teaching forms and methods that will facilitate active interaction between the instructor and the higher education seeker, fostering their academic and professional growth. This concerns the system of educational and psycho-pedagogical measures where individualized and differentiated approaches in organizing students' independent work take precedence.

Independent work of higher education seekers is an important form of the educational and upbringing process in modern higher education institutions. This form of work contributes to the assimilation of a comprehensive set of knowledge, skills, and abilities among higher education seekers and is carried out under the conditions of implementing an appropriate system for organizing all educational activities. "Independent work serves as the primary means for students to master educational material during the time that is free from mandatory instructional sessions"[1, c. 21].

Literature review. The peculiarities of organizing the educational process in higher education, as well as the pathways to shaping the professional competence of future educators, are expounded in the works of I. Ziazun, M. Potashin, V. Molchanovsky, O. Kobernyk, O. Semenog, M. Pentylyuk, V. Doroz, H. Tokman, and others, as reflected in their scholarly articles.

Problems related to various aspects of independent work (general didactic, psychological, organizational-activity, methodological) have been addressed in the research of A. Aleksiuk, L. Vyatkina, S. Honcharenko, B. Yesipov, I. Lerner, M. Makhmutov, N. Polovnikov, P. Pidkatysty, and others. The analysis of scientific sources has allowed identifying the main approaches to defining the concept of "independent work". For instance, S. Honcharenko characterizes it as a "specific type of educational and cognitive activity carried out individually during classroom sessions or at home based on assignments and methodological instructions provided by the teacher, but without their direct involvement" [2]. We consider the definition formulated by V. Moroz to be the most comprehensive. According to this educator, "independent work, which is part of the learning process, is work carried out without the direct involvement of the teacher, but within a specifically allocated time for this purpose". Moreover, the participants of learning "consciously strive to achieve the goal set in the task, demonstrating their efforts and expressing in one form or another the results of their intellectual or physical (or both) actions" [3].

Aims. The purpose of the article is to reveal the essence of the concept of independent work, its forms, types, and content.

Methodology. Analysis, synthesis and modeling methods were used to study the state of research. The results of our research was carried out with the help of empirical methods: pedagogical observation, questionnaires, interviews, testing, the method of experimental evaluations. Mathematical statistics methods were used to process the research results.

Results. As we can see, there are numerous interpretations of students' independent work. Summarizing and highlighting the key points, we agree with the definition provided by Ya. Bolyubash that “students' independent work (SIW) is a fundamental form of organizing learning, which encompasses various types of individual and collective educational activities carried out during both classroom and extracurricular sessions, taking into account the individual characteristics and cognitive capacities of higher education seekers, under the guidance of a teacher or without their direct involvement” [1, c. 21].

Despite the significant attention given to the issue of students' independent work in higher education, the question of organizing this form of work within the methodology of teaching Ukrainian literature has been only partially addressed.

The aim of the article is to elucidate the essence of the concept of "independent work" in the context of preparing philology students, as well as to explore ways to enhance the organization of independent work within the methodology of teaching Ukrainian literature.

The preparation of future philology teachers is determined by the level of their knowledge, skills, and abilities acquired from the course on the methodology of teaching Ukrainian literature. Significantly, the acquisition of these aspects relies on students' independent work.

The forms of independent work for students in the academic discipline vary and are determined by the curriculum, depending on the goals, tasks, and content of the discipline, including:

- studying the theoretical foundations of the covered lecture material;
- exploring specific topics or questions designated for independent study;
- completing homework (practical) assignments;
- preparing for seminars, practical (laboratory) sessions;
- preparing for quizzes, tests, and other forms of continuous assessment;
- organizing the learned course material before writing modules and exams;
- practicing training programs (tasks) related to the academic disciplines;
- performing individual assignments (writing a paper on a given topic, preparing a critical essay on articles by foreign and domestic authors on a specified subject, searching for and reviewing literary sources related to the designated course topic, analyzing a scientific publication);
- writing term papers;
- writing diploma theses, etc.;
- individual assignments [4, p. 803].

The contemporary methodology of teaching Ukrainian literature is an applied scientific discipline that draws from two main sources – pedagogy and literary studies. Its applied nature is influenced by a third source – teaching practice, the outcomes of which become integral components of this field of study.

The mastery of the methodology of teaching Ukrainian literature is greatly influenced by the study of theoretical material; however, independent work by students or teachers plays a significant role in enhancing their qualifications. This encompasses tasks such as completing practical assignments, addressing thought-provoking

questions, simulating classroom scenarios, identifying and solving educational issues, creatively crafting lesson plans and extracurricular event scripts, as well as creating visual aids and materials, among others.

While proposing a system of questions and tasks for independent work of students on the methodology of teaching Ukrainian literature in primary and senior secondary schools, we structure the material around the main issues of methodological science as explored in the works of scholars such as O. Doroshkevych, T. Bugayko, F. Bugayko, O. Bandura, O. Mazurkevych, K. Storchak, Ye. Pasichnyk, B. Stepanishyn, N. Voloshyna, O. Sloniovskaya, L. Miroshnychenko, O. Isaieva, A. Sitchenko, A. Hradovskyi, S. Zhyla, V. Olifirenko, H. Tokman and many others.

The main functions of independent work of higher education learners in the field of teaching literature include cognitive, self-directed, predictive, corrective, and educational functions. Expanding the functions of student's independent work not only increases its significance but also leads to a shift in the relationship between the instructor and the student as equal participants in the educational process. This clarity enhances all psychological-pedagogical (organizational, methodological) tools for facilitating students' independent work.

The following types of independent student work are distinguished:

- independent work involving preparation for practical classroom sessions;
- research and analytical work;
- scientific work;
- internships at educational institutions, pedagogical practice.

In the process of preparing for practical classes in the methodology of teaching Ukrainian literature, students work on lecture texts, recommended primary and additional literature related to the topic, and complete practical homework assignments, including the following.

Sure, here's the translation:

1. With the aim of engaging students with the textbook (select the grade level individually), complete the interactive task "Create an Advertisement for the Textbook."

2. Develop a discussion plan for one of the texts being studied in textual analysis for Grade 10, according to the curriculum or the schedule.

3. Utilizing the current school curriculum, formulate the objective for the lesson you choose for Grades 5-9.

4. Create a lesson plan with the use of unconventional methods for Grade 5-9.

5. Develop a lesson plan for extracurricular reading for Grades 5-9, justify the choice of this particular theme.

6. Try using this scheme to analyze one of the curriculum texts studied in Grades.

Boris Stepanishyn suggests that each lesson on studying biographies should start differently, with a twist, intriguing the students and sparking their interest in the person being discussed. Outline some examples.

Choose an epigraph for the writer's life, prepare a narrative about them for 9th grade students, integrate your presentation with visual aids, creative teaching methods, and information and communication technology (ICT).

Develop a lesson plan for studying an epic work in 5-9 classes (the topic chosen by the student according to the program). Choose the optimal way to analyze the work, taking into account its genre and the age characteristics of the students.

Grigoriy Klochek suggests incorporating a broader approach into the practice - the method of close reading. There are many reasons to believe that this method deserves a significant place in school practice. Choose two episodes from an epic work, analyze them using the method of close reading, and explain the essence of the method through these examples.

Design a lesson outline for studying dramatic works in 9th grade (student's choice of topic).

Discussion. Explore the plot of a Ukrainian play and simulate its presentation in the classroom.

Teaching students general methods and techniques of organizing their activities plays a significant role in fostering independence and mobility in education. This allows for facilitating their independent work and purposefully focusing on the specifics and content of tasks.

Professional competencies include:

- Competent work with books, dictionaries, and technical tools;
- Ability to analyze tasks, classify, compare, generalize, and so on.

During the process of conducting independent search-analytical work in the methodology of teaching Ukrainian literature, students select literary sources related to the research problem, analyze them, prepare reports and abstracts. At this level of independent work, they complete tasks of the following nature:

1. Reflect on the experiences of literature teachers you have encountered and attempt to present them in a generalized manner. Prepare a presentation about your literature teacher.
2. Develop a research project on the topic: "Portrait of a Creative Literature Teacher," using works of contemporary methodologists, materials from professional periodicals about winners of national competitions, personal observations, and observations of educators' work.
3. Examine the generalized scheme of sequential analysis of a prose work proposed by A. Sytchenko. Express your perspective on the scheme and justify its practical application.
4. In the autobiographical article "Something About Myself" by Ivan Franko, he wrote: "Further description of my life can replace the bibliography of my works." State whether you agree or disagree with this statement.
5. Analyze the content of sections in current Ukrainian literature programs that involve studying folklore. Justify the necessity of implementing the principles of continuity and progression.
6. Propose a system of games for 5th and 6th graders that could be used during the study of folklore. While developing the game tasks, consider the game's structure, including educational tasks, the game concept, rules, game actions, equipment, and game outcomes.

7. Design a lesson plan for thematic assessment from the section “World of Fantasy and Wisdom”(5th grade), utilizing tests or an assessment task.
8. Outline a lesson whose goal is to determine the ideological and thematic basis of one epic work (of your choice). Justify your choice of the main method and lesson structure. Design a discussion moment during its implementation.
9. Perform a textual analysis of your favorite poem from the school curriculum in a way that encourages imaginative students to provide personal interpretations of the lyrics.
10. Explore the character of a dramatic hero through an analysis of their speech. Develop an appropriate teaching technique.
11. Conduct a small-scale research project on the topic: “Methodology of Teaching Literature in a Contemporary Context”.
12. Review educational manuals on the methodology of teaching Ukrainian literature published in the last 5 years.

The next stage of independent work for higher education learners in the methodology of teaching Ukrainian literature is research activity. This phase fosters creative thinking, individual aptitudes, students' research skills, and enables the preparation of proactive professionals. It also nurtures scientific intuition, depth of thinking, a creative approach to knowledge assimilation, and practical application for problem-solving and scientific inquiries. Additionally, it cultivates the ability of students to collaborate within a team.

There are various types of research work, including term papers and qualification papers.

Conclusions. A term paper in the methodology of teaching Ukrainian literature provides an opportunity to delve into a specific methodological issue, reveals inclinations and scientific interests, contributes to the development of students' bibliographic skills and their ability to work with scientific-methodological literature. It enhances research skills, helps consolidate and practically apply knowledge in a certain sphere of related disciplines.

Writing a term paper in the methodology of teaching Ukrainian literature is a “complex and responsible form of educational activity that requires philology students to possess thorough subject knowledge, the ability to critically evaluate sources used, study and generalize the experience of teachers' work, improve their pedagogical practice, and conduct independent scientific research” [7, c. 9].

The completion of a term paper in the methodology of teaching Ukrainian literature involves the simultaneous “achievement of both educational and research objectives. On one hand, the author of the paper is required to demonstrate a thorough assimilation of the study material and a broad familiarity with literature related to a specific issue. On the other hand, they must exhibit the ability to analyze specific literary facts, synthesize them, and draw well-founded and accurate conclusions”. Therefore, independent research work is intended to deepen students' understanding of the lecture course in the methodology of teaching Ukrainian literature and to develop practical skills and abilities [5-6, 7, p. 24]. Consequently, independent research work

is intended to deepen students' understanding of the lecture course in the methodology of teaching Ukrainian literature and to develop practical skills and abilities.

During the preparation and writing of a term paper in the methodology of teaching Ukrainian literature, various research topics are proposed, such as:

1. Formation of aesthetic preferences of students during Ukrainian literature lessons.
2. Literary games during Ukrainian literature lessons.
3. Methodological concepts of modern literature lessons.
4. Study of ancient Ukrainian literature in relation to rhetoric.
5. Problematic and thematic analysis of creative works during Ukrainian literature lessons.
6. Study of Ukrainian literature in relation to music.
7. Study of Ukrainian literature in connection with visual arts.
8. Development of creative activities for high school students during the study of Ukrainian literature.
9. Fostering human relations culture among 9th-grade students through literature studies.
10. Usage of visual art pieces in Ukrainian literature lessons.
11. Incorporation of video segments from literary works during Ukrainian literature lessons.
12. Development of analytical skills regarding literary details among 9th-grade students.

During consultations on writing term papers, instructors familiarize students with the requirements for such assignments, guiding them toward finding solutions to the posed issues. This process encourages the highest degree of activity and independence in students. As practice shows, the knowledge and experience gained during the completion of a term paper project have a creative nature and serve as a precondition for enhancing the student's cognitive activity, stimulating self-education and self-improvement.

Therefore, for the successful organization of independent work in the methodology of teaching Ukrainian literature, it is essential to ensure the following conditions:

- Friendly attitude towards students.
- Creating an atmosphere of cooperation and partnership.
- Individualized and differentiated approach to higher education learners.
- Utilizing various forms, methods, and techniques of interaction.

It is essential to organize the learning process in such a way that students, while completing tasks, not only enrich their knowledge but also through independent exploration, master the methods of scientific inquiry, cultivate the ability for self-education, and nurture an interest in a creative approach to their educational endeavors. We envision the prospects for further research lying in the development of effective forms and methods for organizing independent work in the methodology of teaching Ukrainian literature, especially in the context of distance learning.

References:

1. Boyliubash Ya. Ya. Organization of the educational process in higher education institutions: a study guide for participants of advanced training institutions in the higher education system. Kyiv: KOMPAS, 1997. 64 p.
2. Honcharenko S. Methodology as a science. Continuous pedagogical education: theory and practice. 2001. Issue I. Pp. 86-95.
3. Moroz V. D. Independent student learning: monograph. Kharkiv: KhMK, 2003. 64 p.
4. Encyclopedia of Education. Academy of Pedagogical Sciences of Ukraine; chief editor V. G. Kremen. Kyiv: Yurinkom Inter, 2008. 1040 p.
5. Organization of independent student work / eds. V. M. Korol, V. P. Musiyenko, N. T. Tokova. Cherkasy: Publishing House of Cherkasy State University, 2003. 216 p.
6. Tokman H. L. Teaching methodology of Ukrainian literature in secondary school: textbook. Kyiv: Akademiia, 2012. 312 p.
7. Course and qualification papers for the course "Teaching Methodology of Ukrainian Literature": educational-methodical manual / Ministry of Education and Science of Ukraine, Pavlo Tychyna Uman State Pedagogical University; compiled by Parheta L. P. Uman: Vizavi, 2020. 102 p.