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APPROACHES AND METHODOLOGY OF FUTURE PHILOLOGY TEACHERS' TRAINING

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Abstract. *The article deals with theoretical analysis of approaches and methodology of future philology teachers training. Special attention is paid to methods and tasks used in class for forming and evaluating methodic and methodological competencies of future philology teachers. The author proposes a list of abilities and skills for each mentioned-above competency. Methodical and methodological competencies are viewed as integral parts of teacher's professional competence.*
Keywords: *methodical competence, methodological competence, philology teachers' training, competency-based approach.*

The main task faced by teachers of philological specialties in the process of professional training at universities is to decide how to organize better teaching, training and assessment in order to provide students with the opportunity to achieve certain learning outcomes in accordance with the program. In methodology of teaching there are various approaches to teaching and evaluation of professional training of future philology teachers, built on the basis of competencies.

The aim of this article is to theoretically analyze approaches and methodology of future philology teachers' training, and define the skills and abilities for methodical and methodological competence of future philology teachers.

The most controversial aspect of higher education now is the question of the benefits and limitations of traditional academic education and new approaches to professional training. This is facilitated by the further development of the information society, or the so-called "knowledge society". The consequence of these processes made us introduce more professional courses into the university system of education, and put a greater emphasis on the practical usefulness of training in higher education. Thus university professors had to reconcile academic aspects with professional requirements and overcome the difficulties encountered when attempting to do so.

Another problem was the greater awareness of students who, in the new openness of environment, became much more aware of what is being proposed, what is excluded and what their rights are. Such changes were caused in particular by the emergence of improved EU human rights law, freedom of information, data protection, etc. It has become clear to young people that in a

rapidly changing world, the availability of a university diploma does not provide for automatic employment and does not guarantee employment for a lifetime. In various European countries, employers have also begun to put greater demands on universities in order to reconcile what students can really do after completing their studies, and not just what they know [2, pp.10-13].

The answer to these changes was the approach to the development of university curricula based on the model of "results" or competencies (competency-based approach). Education promotes progressive societies, but at the same time it must also respond to society by providing adequate strategies for future curricula [4].

It is extremely important to draw attention to the recently developed project TUNING (A. Gilping, R. Vagenar, A. A. K. Isaacs, M. Sticci Damiani, V. Gemlich) which is aimed at harmonization of educational structures in Europe. The TUNING project initiated by European universities offers approaches to the implementation of the Bologna process at the level of higher education institutions and subject areas. It is also the basis for the development of control reference points (anchor points) at the domain level. Binding points, in turn, are formulated in terms of the final learning outcomes and competencies. The final results of learning are things that a student must know, understand and be able to do after completing the training (course). In other words, the final learning outcomes are formulated as the level of competence that a student must achieve [7].

The problem of competency-based education is researched by foreign scientists, such as J. Bruner, R. Maslow, J. Richards, C. Rogers, and others, as well as Ukrainian ones: N. Basov, V. Bespalko, B. Gershunskii, V. Zagviazinskii, V. Kozakov, N. Kozlov, V. Kremen, S. Molchanov, O. Pechota, O. Savchenko, D. Chernilevsky, V. Iakunin and many others.

Competence, in the opinion of most researchers, is a dynamic combination of cognitive and metacognitive abilities, skills, knowledge and understanding, interpersonal, mental and practical skills and ethical values. The development of these competencies is the goal of all training programs. Some competencies relate to the subject area (are specific to the area in which the training is conducted), others are common (common to all courses of the program) [9].

In our work we follow the definition of the lecturer's professional competence declared by the Ukrainian researcher O. Malykhin. According to the scientist, it comprises five main competencies: psychological and pedagogical, professional (in our work – philological), methodical, methodological, and self-educational [3].

The task of this article is analyzing the ways in which methodical and methodological competencies are formed within the educational process of the university. It should be noted that in general, one can distinguish two main ways of formation or development of subject competencies.

The first is to provide, as part of a degree program, separate study disciplines/ modules that allow students to master at least part of these competencies. The second way is to develop general-subject competencies as part of the subject programs or modules of individual disciplines or their integration into such programs or modules.

It can also be noted that, since different approaches to teaching, teaching and evaluation reflect the tendency to form or develop different competencies, different methods must be applied to each student.

In practice, general-subject competences are not severely distinguished from the professional-subject competencies. They look more like additional options that should be considered within the framework of professional competencies. Another aspect is that for each general competence, it is necessary to divide the subject areas in which this competence is considered important or even fundamental, priority for discipline, and those subject areas in which its relation to the subject domain is less obvious [1].

Let's consider the process of methodical competency formation in the process of studying philological disciplines.

In most cases, methodical competency is described as the ability to apply knowledge in practice, that is, the ability to fulfill basic academic tasks, which can vary according to a discipline.

In the first cycle of teacher training (bachelor's degree), there is a clear projection of the future profession of knowledge transfer. In the second cycle (Master's degree), this competency is often described in more professional terms, for example, can be more closely associated with tasks that will be performed in the workplace.

Different teaching methods used to help students acquire this competence reflect different approaches to practice. Accordingly, opportunities for practice that exist within and outside the institution are described in different disciplines in different ways, such as exercises of various types, practical classes, lecture courses, seminars, field lessons, laboratory workshops, industrial projects, internships at work, training visits, thematic excursions, pedagogical practice. Sometimes it is believed that methodical competency may be better developed when working on a project or writing a final work.

Within the limits of pedagogy it is emphasized on the importance of comprehension (reflection) of the performed work. Sometimes the educational activity, designed for the development of methodical competency, is carried out in real practice. In addition, training activities for this competency can also be carried out in an academic learning environment, consisting of large and / or small student groups, as well as individually [5].

Regular assessment of progress is made through seminars, exercises of increasing complexity, short oral presentations, pedagogical practice, tasks, regular meetings with a teacher for evaluation and feedback when working on

the project. Final examinations can be written or oral. This competence can also be evaluated with the help of essay format, provided that the task is clear and well-articulated. Here is three-part problem-setting model to evaluate methodical competency with the help of an essay. The essay should include the requirement to outline the theoretical foundations of the issue, the requirement to outline the problems to be solved during practical implementation, illustrations of how to apply it in the working environment of the candidate.

In general, students understand whether they have mastered this competency and, to what extent, with the feedback they receive from their teachers or on progress during the course, or on the results of their final examinations [1].

Acquiring methodical competency involves future philology teachers' mastering the following skills and abilities:

- to develop individual curricula;
- to take into account the audience and purpose of educational disciplines;
- to implement adequate strategies while conducting classes;
- to realize and apply an individual teaching style;
- to effectively use educational resources, etc.

Methodical competency is closely interrelated with methodological competency. Most English sources treat these two terms as synonyms. Longman Dictionary of Language Teaching and Applied Linguistics defines methodology in language teaching as follows: "the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them. It includes:

- study of the nature of language skills (e.g. Reading, writing, speaking, listening) and procedures for teaching them;
- study of the preparation of lesson plans, materials, and textbooks for teaching language skills;
- the evaluation and comparison of language teaching method (e.g. The audiolingual method)" [8, p.330].

Methodology is also defined as "such practices, procedures, beliefs themselves. One can for example criticize or praise the methodology of a particular language course" [8]. In this meaning it is close to curriculum and syllabus.

In research methodology is defined as "the procedures used in carrying out an investigation, including the methods used to collect and analyze data" [8, p.330].

We can see that in first two definitions methodology is close to the "methodical competency" we have been talking about in this article. The third meaning coincides with "methodological competency", which we want to talk about further in the article.

Methodological competency includes such skills as: ability to analyze and synthesize, ability to conduct research, information management skills, basic computer skills, etc.

Future philology teachers develop the ability to analyze and synthesize mainly through learning to objectively describe, categorize, and compare these categories while studying languages, literature, and culture of people whose language they study. They also implement the strategies of conducting independent interpretations, evaluations, recognition and discrepancies, as well as exchanging information received through debates, works. Moreover, they are taught to understand their own assumptions and verifications made by other assumptions that are considered to be proven; reveal connections between modern concepts; apply corresponding theory to the primary sources; include new findings in existing knowledge; place certain events and / or problems in a wider context, evidence and / or counterexamples [6].

Assessing to what extent this competence has been achieved will vary, depending on how it was formulated. The assessment also depends on how the students analyzed the material or information. In the field of pedagogical training, many different ways of evaluation were identified: discussion, questioning, observation, management of compilation of reports, active participation in internship, essays, assignments, projects, examinations, diploma papers. Students can also contribute to their evaluation by providing for reviewing or introducing orally the 'self-assessment' at the end of the semester. Feedback can be made through group discussions or individually, in writing or in personal communication.

In turn, the skills of working with information, consisting primarily of the ability to find and analyze information from different sources, researchers are considered as knowledge of how to effectively search information in literature, how to distinguish between primary and secondary sources or literature, how to use library (traditional or electronic), how to look for information on the Internet [1].

In some subject areas special attention is paid to the analysis of various sources of information, methods of access to them and their interpretation. This competency can be formed through a variety of activities: lectures, seminars, excursions, group and individual work, including graduation papers. In addition, there are specific types of educational activities related to the teaching of work skills in the library. The search of information on the Internet and its critical evaluation can be demonstrated during the lecture with multimedia support, with the subsequent distribution of tasks to students and evaluation of the results. Feedback can take the form of written or oral comments on the student's work. It is considered to be extremely important for the development of this competency.

In addition, in most subject disciplines, the component of the formal curriculum is the requirement for students to have appropriate skills in the field of computer and information technology [5].

Methodological competency is intended to support the ongoing study of discipline. It also increases the chances of future employment, as well as contributes to lifelong learning.

Currently, students are increasingly required to familiarize themselves with learning environments for the use of new forms of distance education, using telecommunication networks and new educational technologies. Modern systems of distance education management, as a rule, use special tools, virtual learning environments (for example, WebCT, Blackboard), news studios, direct web links. This competency is also necessary for writing papers (diploma papers, term papers) in the appropriate format), with all the academic standards regarding notes, literature list, review of sources [6].

According to the requirements to professional education, there are following forms of training for the development of computer competence:
- self-study programs with independent access;
- the elements, which are currently studied, should be associated with various skills, graphics, site evaluation, etc.;
- students are required to work in various formats, often with links to resources available online;
- students should find literature in various libraries with the help of a computer;
- notification of information about the organization of the program exclusively in electronic format, for example, via the Internet;
- application of criteria for evaluating quality to websites [1].

Assessing the degree of computer skills development is based on the requirements for students to demonstrate competency proofs, for example, to make a presentation for interactive lessons using a variety of applications (business administration). In pedagogy, all types of work for early development of skills and abilities are focused on the development of skills, not knowledge or awareness [4].

Another skill in this context is the ability to conduct research. Within the limits of professional training in pedagogy, it is emphasized on the need to know the various methods of conducting research. It should be noted that there is no fundamental difference between learning how to carry out scientific research with the help of a teacher and how to carry out scientific research through work on your own research project [3].

Taking into consideration the fact that methodological competency is developing through these two parallel paths, it is sometimes difficult to draw a clear line between the role of the teacher and the educational activity. The contribution of a teacher can consist in providing methodological assistance,

familiarization with the context of research, that is, with the social, biographical and cultural status of all participants in the research project, providing a statement of the task and planning of the student who performs this work and constantly appeals to the tutor for advice, further guidance and reverse communication about the work done.

The function of the teacher in this case is to develop lectures/ seminars on methods of scientific research or conducting practical classes of the appropriate direction. While forming methodological competency, future philology teachers are helped to conduct the collection of qualitative and quantitative data, practice analysis methods, provide bibliographic materials and documents, encourage further searches for literature; stimulated for further reading and critical analysis of existing research; guided to writing essays, projects, diploma papers; organized to visit libraries and archives.

Our students also take part in lectures, seminars, practical classes; work on research projects, term papers; make reviews of existing literature and perform research papers; collect and analyze data; receive advice during the work on the term/ diploma paper; represent and discuss work in the implementation process; respond to comments and critical remarks (oral and written), present results in class and comment on the work of their colleagues, write a certain number of pages.

We can summarize that acquiring methodological competency involves future philology teachers in mastering the following skills and abilities:
- to find specific information related to the process or subject of study;
- to generalize, rephrase and synthesize ideas from different types of texts;
- to fix and write out research results;
- to briefly describe the content of the text, logically structuring the ideas;
- to read and correct the work, etc.

Conclusions. Viewpoints of different researchers support the idea that methodical and methodological competencies are the integral components of future philology teacher's professional training program. This article does not cover all the aspects of methodical and methodological competencies formation.

Further research can be conducted in the direction of evaluating each component of these competencies, and modeling the comprehensive scheme of its results to gather empirical material on each competency.

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