TEXT AS A LINGUISTIC DIDACTIC UNIT
IN THE PROFESSIONAL TRAINING OF A LANGUAGE
AND LITERATURE TEACHER

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INTRODUCTION

Professional training of a language and literature teacher in a higher education institution requires enhanced methodological attention to the effective choice of methods and means of teaching aimed at the formation of competencies defined by educational programs. Thus, the bachelor's program of the specialty "Secondary Education (Ukrainian Language and Literature)" defines the following linguistic competence: the ability of students to analyze linguistic and literary material as means of learning and research activities, to interpret and compare linguistic and literary phenomena, to master various types of methods and technologies of linguistic literary and methodological analysis, ability to work with professional text in the process of professional activity in general secondary education institutions (lyceums, gymnasiums) and such linguistic and methodological competence: ability to use didactic and developmental possibilities of educational texts and works of art to form values, national-cultural and civic identity, moral and ethical qualities of students and aesthetic perception of the world.

In modern conditions, priority is given to competency-based learning in higher education establishments, that's why the organization of their linguistic and methodological education at the university encourages not only to search for forms, methods, techniques, learning technologies (how to organize the studying process?) and teaching means (with a help of what to organize the studying process?), but also to determine and predict the didactic potential of various teaching methods and tools. Let us focus on the role of the text as a key didactic unit in the professional competence (linguistic and linguistic-methodical) training of a language and literature teacher.

Such attention to the text is due to text-centeredness in general in the modern humanities consciousness and in the linguistic methodology, which organizes language education for both pupils and students on the basis of the text during its analysis and creation. Linguodidactics operates with the concepts of "text-centered approach to language learning", "text-centered principle of language learning", which indicates the importance of the text as

a linguodidactic unit. The definition of the text, its functions and methods of working with it are constantly in the field of view of language teachers and teachers-practitioners. Cognitive, developmental and educational role, competence direction of the educational text as the largest language unit became the subject of pedagogical and methodical researches of such scientists as N. Volkova, I. Kochan, V. Melnychaiko, M. Pentyliuk, A. Popovych, O. Potapenko, L Ruskulis etc.

Concidering the fact that the text is a unit of unification of linguistic means in communication, it has become the subject of research in linguistics, psychology, linguodidactics and other sciences. We are primarily interested in the linguodidactic aspect of studying the text, in particular the text as a component of technologies of linguodidactic discourse – as a means of learning and the result of speech activity of students.

The beginning of active study of the text by Ukrainian and foreign linguistic didactics scientists dates back to the second half of the last century, when in linguistics the text was studied as the highest tier of the language system, and in psychology the text was called the product (result) of speech activity. to study the structure and semantics of the text, psycholinguistics, which studies speech as an activity.

We rely on the definition of the text and the characteristics of its features, which are reflected in the linguistic works of N. Arutiunova, M. Bakhtin, N. Valhina, I. Halperin, T. Yeshchenko, A. Zahnitko, N. Zarubina, O. Kamenska, I. Kovalyk, M. Krupa, L. Losieva, O. Moskalska, L. Matsko, T. Radziievska, V. Rizun, O. Selivanova, Yu. Sorokin, etc.; on study of the text as a methodological concept in the studios of such scientists as L. Velychko, T. Donchenko, I. Kochan, T. Ladyzhenska, L. Matsko, V. Melnychaiko, M. Pentyliuk, M. Pliushch, M. Plionkin, H. Shelekhova and others; on study of the processes of perception, creation and reproduction of speech as a text in the works of such researchers as T. Dridze, I. Zymnia, O. Kubriakova, O. O. Leontiev, O. Luriia, L. Saharnyi, Yu. Sorokin, Ye. Tarasov, N. Ufimtseva, O. Shakhnarovych, and others.

The attention of researchers of the text is aimed at defining this concept and identifying the leading features in it, primarily ontological and functional. The future teacher of language and literature must master scientific information and develop practical skills of working with a text: to understand what a text is, what its didactic possibilities are, how to organize students' work with text in different situations of pedagogical discourse.

We define the purpose of this publication: to analyze the text as a linguodidactic unit in the professional training of a Ukrainian language and literature teacher. The following tasks are aimed at achieving this goal: determining the impact of typical categories and varieties of texts on the formation of professional competencies in working with educational texts at

Ukrainian lessons, including the ability to perform didactic analysis of the text for future teachers of language and literature.

1. Linguodidactic view on the text

The definition of the text as a linguodidactic unit is based on its ambiguous interpretation from the standpoint of linguistics. O. Selivanova explains this ambiguity for a number of reasons. According to the researcher, it is first of all: search for a keyword, a unit of language level, which would be the starting point of the definition; formal-structural, genre, stylistic diversity of the text (written, oral, printed texts); variety of approaches to the study of the text, even within linguistics; identification of the text and discourse (the text is endowed with the category of communicativeness and considered as a subject-sign state of the communication system; absolutization of a certain or several categories) (coherence, completeness, integrity, etc.)[1].

The study of scientific studies allows us to say that the text is often defined as a composition, document, message, communicative unit, coherent speech, language, coherent sign complex, a sequence of sign units, statements, sentences, complex syntactic integers, language in action, an ordered group of sentences or their analogues, etc. Such definitions indicate the semantic complexity and depth of this linguistic concept, and this is reflected in the multifunctionality of the text as a linguodidactic unit aimed at forming important professional competencies of a language and literature teachers. The definitions of the text are based on such basic factors as the form of speech (written and oral or only written), structural and semantic unity of elements (not so much the form of speech, but how many functional and semantic relations), the number of authors (only monologue speech or monologue and dialogue), title (presence or absence – zero title), number of sentences in the text (texts from one sentence or several), etc.

The analysis of different definitions of the text allows us to form a linguodidactic view of the text, to highlight its main structural and semantic characteristics. The text is – a link in the communication process, an intermediate element between the addresser and the addressee of the speech; a set of language units of lower structural levels; the maximum unit of language of the highest level of the language system, the result of educational and speech activities; way of knowing reality, reflecting the linguistic picture of the world; structural and semantic unity, a unit that expresses judgments.

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[1] Selivanova, O. O. (2006). Suchasna linhvistyka [Modern linguistics] : termino-lohichna entsyklopediia. Kyiv, Poltava : Dovkillia. 716 p. P. 600-601.

In the dictionary of linguodidactics, the text is presented as "a statement that has its own internal structure, a certain structure and is a product of monologue or dialogic speech, expressed orally or in writing"[2], the authors name such basic text categories as informativeness, completeness, integrity, coherence, consistency. The text "is characterized by belonging to a certain style of speech (conversational, artistic, scientific, journalistic, etc.), structural organization (consists of an introduction, main part, final part)"[3]. Increased attention to the text as an effective means of language learning at the present stage of development of linguodidactics is explained by its properties to demonstrate the functions of language units. Ukrainian methodologists "understand the text" as a specific speech work, and as a structure, model of construction, common to a group of specific texts"[4].

The concept of the text as a linguodidactic unit is associated with its mandatory features, characteristics, which are commonly called categories. Categories of the text were studied by such Ukrainian scientists as A. Zahnitko, I. Kovalyk, I. Kochan, M. Krupa, L. Matsko, V. Melnychaiko, M. Pliushch, K. Serazhym, O. Selivanova and others. The number of categories in the scientific literature is defined differently, but we distinguish such basic ones as communicativeness, coherence, integrity, and informativeness.

Future language and literature teachers master the categories of text during observations, linguistic analysis of the text, performance of creative tasks, scientific research. Assimilation of the essence of the main categories of the text is the basis for the formation of linguistic and linguistic-methodological competencies – the acquired knowledge about the features and functions of the text; ability to determine the structure of the text, to see the semantic and stylistic role of language units of different levels, to analyze the means of interphrase communication of text components, to characterize the linguistic personalities of the author, characters (in the literary text); to predict the work of students with the text as didactic material in Ukrainian language lessons at school; formed judgments about the content of the text, its educational and developmental direction, about

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[2] Slovnyk-dovidnyk z ukrainskoi linhvodydaktyky [Dictionary-reference book on ukrainian language didactics] : navchalnyi posibnyk / za redaktsiieiu M.I. Pentyliuk. Kyiv : Lenvit. 320 p. P. 241.

[3] Slovnyk-dovidnyk z ukrainskoi linhvodydaktyky [Dictionary-reference book on ukrainian language didactics] : navchalnyi posibnyk / za redaktsiieiu M.I. Pentyliuk. Kyiv : Lenvit. 320 p. P. 241.

[4] Pentyliuk, M. I. Karaman, S. O., Karaman, O. V. ta inshi (2005). Metodyka navchannia ukrainskoi movy v serednikh osvitnikh zakladakh [Methods of teaching the Ukrainian language in secondary schools] : pidruchnyk dlia studentiv filolohichnykh fakultetiv universytetiv / za redaktsiieiu M. I. Pentyliuk. Kyiv : Lenvit. 400 p. P. 274.

precedent phenomena, about the role of the text in the model of communication, etc.

Thus, communicativeness as a category of text unites all other categories, is a sign of integrity and unity, indicates the purpose of the text to be a means of communication – that is, its most important feature. Communicativeness is mostly seen as a sign of the integrity and unity of the text – communicative unity along with thematic and structural. We believe that the category of communicative text has a manifestation in many ways and means of focusing on the interests of participants, in the ability to predict the course of thought, in creating emotional mood and cooperation in the process of pedagogical discourse.

The category of communicativeness of the text from the point of view of linguodidactics is connected with its following functions: the text is an ideal higher communicative unit, units of all language levels function in it and reveal the possibilities of influence on the addressee of speech; text – a communicative concept focused on identifying the uniqueness of a particular type of activity; the text is the basic unit of communication, a way of storing and transmitting information, a form of cultural existence, a product of a certain historical epoch, a reflection of the mental life of the individual; the text can be defined as a speech work, conceptually conditioned and communicatively oriented within a certain sphere of communication[5]. The text provides communication as an important social factor in preserving national memory, so L. Ruskulis states: "…which is able to build a system of communicative interactions with students, their parents, colleagues"[6].

Future language and literature teachers based on the learning of the category of communicativeness in advance, pre-perceive the text as a central component of pedagogical communication, making sure that the text can be statement, remarks of the participants. The communicativeness as the feature of the text unites speakers, promotes active communication, self-expression through their own expression.

The category of coherence is understood as the interdependence of text elements at different language levels – lexical, grammatical, stylistic, etc. Connectivity is an important factor in forming the semantics of relationships between parts of a text. Students should learn typical linguistic tools and

[5] Nikitina, A.V. (2013) Pedahohichnyi dyskurs uchytelia-slovesnyka [Pedagogical discourse of a teacher-vocabulary] : monohrafiia. Kyiv : Lenvit. 338 p. P. 244.

[6] Ruskulis, L. (2018). Metodychna systema formuvannia linhvistychnoi kompetentnosti maibutnikh uchteliv ukrainskoi movy u protsesi vyvchennia movoznavchykh dystsyplin [Methodical system of formation of linguistic competence of future teachers of the ukrainian language in the process of studying linguistic disciplines] : monohrafiia / za zahalnoiu redaktsiieiu M. Pentyliuk. Mykolaiv : FOP Shvets V. M. 420 p. P. 180.

mechanisms that ensure the coherence of the text, such as lexical repetitions, nominative chains for naming the same denotation, paraphrases, synonyms, antonyms, paronyms, cognate words, elliptical constructions, and so on. Mastering the means of text coherence is the basis for constructing one's own utterances, effective use of lexical and grammatical units in texts of different styles, genres, types of speech.

The text category of integrity is manifested in the relationships of all components of the text. "The text, as I. Kochan rightly points out, is not a chaotic accumulation of units of different language levels, but an orderly system in which everything is interconnected and interdependent"[7]. The semantic integrity of the text lies in the unity of its theme, and the structural integrity – in the effective use of onyms, pronouns, adverbs, verbs of the same tense. Integrity appears as a certain invariant of the content, expressed by means of the language code and non-linguistic means of communication. Assimilation by students of structural, semantic and communicative integrity of the text influences the process of creating their own texts, in particular contributes to the formation of skills of using language units of lexical and grammatical levels to ensure the limitation of the text beginning and ending. After all, the beginning of the text, the development of thought and the harmonious ending are a clear external sign of the integrity of the text, reflect the direction of all linguistic means to achieve the goal of expression, the transfer of the main idea, stylistic unity.

The category of division of the text is its ability to be divided into certain semantic and structural parts. The text can be divided into complex syntactic purposes (units that are smaller than a sentence but larger than the text). Future teachers of the language and literature are aware that the division is carried out on many features – deep and superficial, conceptual and methodological, semantic and technical, objective and subjective[8]. The articulation of the text is the basis for drawing up a plan for the finished and predicted text, the use of punctuation marks in written speech and means of intonation – in oral speech. The category of articulation contributes to the understanding of such concepts as supra-phrase unity (complex syntactic unit) and paragraph, coincidence or delimitation of these concepts.

Informativeness of the text in linguistics is defined as the subject-semantic content of the text – the object of perception, storage and

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[7] Kochan, I. M. (2008). Linhvistychnyi analiz tekstu [Linguistic analysis of the text] : navchalnyi posibnyk druhe vydannia, pereroblene i dopovnene. Kyiv : Znannia. 423 p. P. 33.

[8] Ibid. P. 38.

processing for a specific purpose. This category expresses the degree of novelty and surprise for the audience. If the text does not contain informativeness in a certain communication situation, then its communicative purpose, influence on listeners or readers is lost. Informative text becomes interesting, especially when there are different types of information – factual (explicit communication of facts, events, processes that have been, are and will occur in the real or imaginary world), conceptual (contains the author's, individual understanding of the relationship between events, phenomena, their meaning) and subtextual (expresses the properties of language units to generate associative and connotative meanings, to increase the meaning of expression). The informativeness of the text is represented by its separate thematic and structural components – ie parts that perform a certain function: descriptive, explanatory, narrative, illustrative, motivational, and so on. The different degree of informativeness of the text is evidenced by the subjective factor of perception of information in accordance with different socio-cultural conditions. In working with the text, students are convinced that informativeness is manifested in different ways in the texts of different styles, genres, types of speech. Texts of scientific style are always designed for a certain circle of readers who have a sufficient level of preparation for the perception of relevant material, and information about the world, reproduced in artistic speech, is associated with individual experience, psychological characteristics of participants.

Text categories can appear differently in texts of different styles, genres, types of speech, form, number of authors, and so on. Researchers identify several areas of text classification, preferring certain criteria when classifying. Thus, the criteria for classifying texts defined by F. Batsevych are common – sociological, psycholinguistic, actually communicative, functionally pragmatic[9].

With the help of sociological criteria selection, according to the form of production of textual materials and letters, as well as hypertexts that have their own visual formula, symbolic features, hidden structure are distinguished. Due to the computerization of the educational process, working with hypertexts is becoming more common in various educational institutions. The sociological criteria also helps to distinguish functional and genre varieties of texts, such as: domestic and conversational, official, fiction.

According to the functional manifestation, the texts are divided into informational, emotional, phatic, poetic, metalanguage. Psychological

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[9] Batsevych, F. S. (2004). Osnovy komunikatyvnoi linhvistyky [Fundamentals of communicative linguistics] : pidruchnyk. Kyiv : Vydavnychyi tsentr "Akademiia". 344 p. P. 150–151.

criteria helps to divide the text into spontaneous and prepared; on fixed (for example, filling in the form), semi-fixed (greetings, farewells, thanks to others) and unfixed texts. The communicative criteria distinguish between texts aimed at the process (stories, traditional memoirs, etc.) and texts aimed at the result (scientific texts, business letters, etc.). Depending on the communicative purpose there are texts-stories, descriptions and reasonings (reflections). Functional-pragmatic criteria takes into account the subjective interpersonal modality, contributes to the selection of normative, axiological (evaluative), descriptive texts[10].

For linguodidactics it is important to divide the texts by the nature of authorship: primary (original), secondary (created on the basis of primary, such as abstracts, translations) and primary-secondary (literature reviews, abstracts, creative works); by the method of plot transfer: continuous-fable and intermittent-fable; in terms of values: precedents (standards of people's culture, "intellectual and emotional blocks", stereotypes, patterns of special value); cultural studies (reflect the cultural values of the people, aesthetic in content, structure and lexical content); pathogenic (have a negative impact on the consciousness and behavior of the recipient).

Thus, future language and literature teachers learn the concept of "precedent phenomenon", which includes not only precedent texts, but also precedent names, precedent statements, precedent situations. The source of educational precedent phenomena are classical literary works, folklore, texts of outstanding speeches, etc. Precedent phenomena are certain standards of culture, testify to the belonging of a linguistic personality to a certain era, its culture, serve as an expression of the features of the era, nation, society, etc., and thus become a valuable source for educational goals. The main features of precedent texts are their special significance for individuals and for a large number of people, as well as repeated reference to it in the discourse of these individuals; this is the so-called textbook text, which is known to all speakers.

The classification of texts depending on homogeneity of means of creation and functioning of texts (means of communicative code) has important methodical value for professional preparation of the teacher-vocabulary to work with the text at lessons of the Ukrainian language. The communicative code of the text can be verbal and nonverbal units. The verbal code includes language, the nonverbal – everything that is not expressed in words, but also carries information, affects its perception by the

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[10] Batsevych, F. S. (2004). Osnovy komunikatyvnoi linhvistyky [Fundamentals of communicative linguistics] : pidruchnyk. Kyiv : Vydavnychyi tsentr "Akademiia". 344 p. P. 151.

recipient, implements the pragmatic guidelines of the speaker – the author of the text. Monocode and polycode (creolized) texts are distinguished on this basis.

Scientists (O. Anisimova, F. Batsevych, L. Bolshakova, L. Bolshiianova, A. Bernatska, A. Habidullina, G. Eiher, Yu. Sorokin, Ye. Tarasov, D. Chyhaev, V. Yukht, etc.), etc. in the study of creolized texts of advertising, comics, caricatures, illustrations to art, journalism, educational works, scientific and technical developments, posters, etc. complement the essence of such texts in their own terms, for example: non-traditional, video-verbal, semiotically enriched, composed, linguo -visual phenomenon, syncretic message, isoverbal complex, pictorial-verbal complex, etc. Future teachers of vocabulary, mastering the linguistic and methodological educational components, realize the understanding of creolized text as a means of learning that requires students to audio-visual perception not only verbal but also nonverbal (iconic) component, directs students to creativity in creative and receptive activities. Applicants can be involved in the creation of creolized texts – this is, for example, the traditional illustration as an accompaniment to a verbal (linear) text, and the creation of presentations.

Thus, summarizing the different types of texts in terms of linguo-didactics, we define such main functions as cognitive (contains information about the realities of reality); metalanguage (contains information about linguistic phenomena); interactive (carries out interaction of communicators during training), didactic (as a means of training) and we allocate its following basic kinds: on a direction of realization of the plan: texts for the analysis and texts products of speech activity; for educational purposes: informative, research, control texts; by the degree of independence during the compilation: under the guidance of a teacher, collective, self-composed; by authorship: sample texts for analysis, texts for self-analysis, texts for mutual analysis; by communication channel: oral, written, printed, hypertext texts; by value direction: precedent texts (precedent phenomena), cultural studies, pathogenic; by the homogeneity of the communicative code: monocode, polycode.

The didactic features of different educational texts can be found out in the process of professional work with the text, in particular during the linguodidactic analysis of the text.

2. Linguodidactic analysis of the text

In accordance with the requirements of the educational program of the specialty "Secondary education. Ukrainian language and literature", the bachelor must have methods and techniques of analysis of language units of different levels, modern technologies for analysis of monocode and polycode texts of different styles and genres of speech; must be able to perform

linguodidactic analysis of the text. Therefore, we pay special attention to the analysis of the text as a methodological tool, a means of organizing the educational process.

The following questions are relevant for the future teacher of language and literature: What is linguistic and linguodidactic analysis of the text? What are the text analysis procedures? How to improve the ability to analyze text? How to design text analysis in Ukrainian language lessons?

The problems of text analysis in linguistics and linguodidactics do not lose their relevance, despite the significant amount of research and significant practical results. Thus, methodological and methodological aspects of text analysis were covered by N. Arutiunova, Ye. Holoborodko, T. Yeshchenko, A. Zahnitko, N. Zarubina, M. Zubrytska, I. Kochan, M. Krupa, N. Kupina, V. Melnychaiko, N. Myroniuk, N. Nepyivoda, M. Pentyliuk, M. Plionkin, L. Rozhylo and others. The communicative aspect of text analysis was studied by such scientists as L. Babenko, F. Batsevych, O. Goykhman, Y. Kazarin, O. Kamenska, O. Kubriakova, M. Makarov, T. Nadeina, O. Selivanova, H. Pocheptsov, etc. Linguistic principles of methods of analysis of literary text were developed by I. Kovalyk, M. Pliushch, L. Matsko, N. Kupina, L. Loseva, N. Myroniuk, T. Ternovska, M. Shansky and others.

Linguistic-semantic analysis of the text became the subject of research by L. Doblaiev, I. Kochan, N. Kupina, and others. Methods, techniques, technologies of work with the text, tasks of linguistic analysis in Ukrainian language lessons were covered by O. Biliaiev, V. Bader, I. Borysiuk, M. Vashulenko, Ye. Holoborodko, O. Horoshkina, N. Hrypas, I. Konfederat, P Kordun, L. Matsko, V. Melnychaiko, H. Mykhailovska, M. Pentyliuk, K. Plysko, H. Shelekhova and others.

The great attention of language and literature teachers and metho-dologists to the text as a didactic material for analysis is associated with a change in the target accents of language learning, which is reflected in current programs, concepts, educational standards, European recommen-dations for language education. According to these documents, the effectiveness of language learning in a modern school is assessed not only by language knowledge, skills and abilities, but also by the level of speech training, practical mastery of language tools depending on the communication situation, students' readiness for effective communication.

Text analysis as a methodological concept has a broad context of related concepts. Thus, language and literature teachers in professional speech often use such concepts as language analysis, linguistic analysis, complex analysis, communicative analysis, cognitive analysis, phonetic analysis, lexical analysis, stylistic analysis and other types of analysis of language units, speech analysis, discourse analysis, rhetorical analysis, method

analysis, technology analysis, lesson analysis, communicative situation analysis, literature analysis, artistic means analysis, etc. Analysis can be a method of teaching, a method of research, a method of professional activity of a teacher.

From the point of view of linguodidactics, analysis, like any scientific method, performs the following organically interconnected functions, such as: identification of the structure of the studied phenomenon; division of a complex phenomenon into parts; separation in the structure of the phenomenon of significant from insignificant; reduction of complex to simple. Analysis and synthesis, generalization and concretization, induction and deduction, comparison and abstraction – these are techniques of a mental nature that operate in the process of text analysis. Text analysis, according to the definition given in the "Dictionary of Ukrainian Linguistic Didactics", is a type of work that involves clarifying the features of ideological and thematic direction, text construction, stylistic properties, characteristics of language tools for the effectiveness of their use. in order to achieve the communicative goal"[11]. Text analysis promotes the effective development of coherent speech of students, enriches their active vocabulary, improves the quality of speech. Methodists distinguish the following stages of text analysis in Ukrainian language lessons: definition of the topic and main idea, selection of microthemes, definition of means of communication of sentences in the text, style, type of speech, analysis of text structure and language means. In the process of text analysis, students use inductive and deductive ways of thinking, combine analytical and synthetic activities[12].

Text analysis in the educational process is a kind of pedagogical technology, so from a technological point of view should have such features as standardization; unification of the process; effective use in specific conditions of language learning and the possibility of reproduction in similar situations; programming the end result; sequence of operations; use of necessary teaching aids; determining the purpose and content of education; streamlined learning process, division of analysis into stages and operations; correction, correction and evaluation of results. In general, the analysis should be aimed at achieving the purpose of the lesson of any type or a certain part of the lesson.

We highlight such basic principles of text analysis in the educational process as the observance of value-targeted guidelines of pedagogical

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[11] Slovnyk-dovidnyk z ukrainskoi linhvodydaktyky [Dictionary-reference book on ukrainian language didactics] : navchalnyi posibnyk / za redaktsiieiu M.I. Pentyliuk. Kyiv : Lenvit. 320 p. P. 15.

[12] Ibid.

discourse (combination of all text analysis procedures with a single goal and communicative intention); compliance of strategies and tactics of pedagogical discourse with the predicted learning outcome (integrity of the selection of questions and tasks of text analysis in accordance with the purpose); polycoding (unity of verbal and nonverbal levels of pedagogical discourse, connection of oral and written speech); contextuality (analysis of the text taking into account the context of its creation, functioning); methodological expediency (expedient use of text analysis in the structure of the lesson); reflections and self-improvement (availability of analysis procedures aimed at assessing one's own feelings and actions); personal creativity (direction of analysis on the development of new products of language creativity).

In linguodidactics, the main parameters of text analysis include the following: definition of the topic and the main idea of the text; selection of paragraphs (microthemes); definition of style and type of speech; text structure analysis; analysis of language tools (lexical, grammatical, stylistic)[13].

While working with the text, students develop professional skills, which are aimed at improving the ability to develop the parameters of text analysis in Ukrainian language lessons. Thus, researching the stylistic training of future teachers of vocabulary, A. Popovych identifies the following skills with the text: to notice and evaluate language units in texts of different styles, genres and types; to determine the principles of functioning of language units in texts and expediency of their use; to find out the stylistic functions of language units in texts of different functional styles, genres and types; analyze sample texts for stylistic perfection/imperfection; perform various types of stylistic analysis of the text (stylistic and language skills); ability to use multilevel language units in texts of functional styles, genres and types; distinguish between primary and secondary information in texts; to find out the semantic-aesthetic and emotionally-expressive shades of language means in different genres and types of written speech; improve the text in the stylistic aspect; use different speech methods of argumentation in written speech; evaluate (self-evaluate) the text in terms of language design; to construct and reconstruct texts according to the plan and situation of communication; compose texts of different styles, types and genres of speech; edit (improve) texts – correct shortcomings, select the means of

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[13] Pentyliuk, M. I. Karaman, S. O. Karaman O. V. ta inshi (2005). Metodyka navchannia ukrainskoi movy v serednikh osvitnikh zakladakh [Methods of teaching the Ukrainian language in secondary schools] : pidruchnyk dlia studentiv filolohichnykh fakultetiv universytetiv / za redaktsiieiu M. I. Pentyliuk. Kyiv : Lenvit. 400 p. P. 298.

stylistic expression of the text; to rearrange the text of one style on another (stylistic and speech skills)[14].

Particularly important professional skills of a teacher of language and literature in pedagogical discourse include the ability to determine the educational functions of texts of different styles, types, genres, to analyze the text in accordance with the basic linguodidactic principles, which are based on partial methods in specific situations of pedagogical discourse. We propose to call such an analysis linguodidactic.

The problem of methods of linguodidactic analysis of the text is considered primarily in the broad context of problems of linguistic analysis in general and methods of teaching the Ukrainian language on a text basis – text-centrism, in developing language and speech skills of students. The formation of skills and abilities to analyze the text in terms of its didactic functions, to determine the educational role of language units of the text is, in our opinion, the basis of methodological training of future teachers of vocabulary. The peculiarity of the method of text analysis in any aspect (linguistic, speech, linguistic and didactic) is the combination of universalism and flexibility of application of certain analytical actions, procedures and operations, combined into a single technology with the planned learning outcome. The teacher of language and literature must master the general, universal technologies related to the analysis of the text, as well as be able to apply those that are determined by specific educational tasks in accordance with educational conditions, especially topics, goals, methods and means of teaching, student audience and personalities. qualities of participants of pedagogical communication. It is important for students to understand the concept of "linguodidactic analysis of the text", to determine its role in improving professional competence. The concept of "linguodidactic analysis of the text" is associated with a much broader concept – "text analysis" – key for many sciences, the subject of which is the study of cognitive processes, units of the language system and its functioning, human speech, methods and technologies of language learning and speech in the educational process. In our opinion, in order to clarify the essence of linguodidactic analysis, it is necessary to determine the main provisions on which linguistic analysis and linguodidactic principles of working with the text, proposed by methodologists and teachers of vocabulary, are based.

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[14] Popovych, A. S. (2018). Metodyka navchannia stylistyky maibutnikh uchyteliv ukrainskoi movy i literatury v zakladakh vyshchoi osvity [Methods of teaching stylistics of future teachers of ukrainian language and literature in higher education institutions] : monohrafiia. Kamianets-Podilskyi : FOP Sysyn Ya. I. 376 p. P. 67.

One of the purposes for the creation of linguodidactic analysis of the text is to identify the guiding principles underlying its application. The principles of linguodidactic analysis of the text of the relationship are as follows: compliance with the educational task (to determine the peculiarity of the text to achieve the purpose of a particular lesson); socio-cultural and strategic conditionality (take into account the requirements of the relevant content linear programs); structural-semantic unity (to see the functions of language units of different levels as a means of structural and semantic connection); methodical forecasting (anticipate students' actions and design their own activities); creativity (rely on original creative solutions to solve problems of teachers and students).

The linguist must develop the ability to determine the role of language units to denote existing key concepts as means and methods of realization of communicative intention in figurative form (for artistic speech), the formation of a holistic aesthetic understanding of the poetic word and education of humanistic worldview. The teacher has a task to design (model) the technology of text analysis, finding out the purpose, tasks, content, stages, operations, results, methods of correction, evaluation of student activities. Remember that text analysis involves reading the work clearly, defining and understanding the topic, main idea, meaning of the title, means and methods of organization and stylistic load of language units in the utterance, characteristics of intonation, pauses, communicative tone, etc.

Methodists have proven that the ability to create their own statements is related to the ability to analyze, perceive and reproduce another's speech. Analyzing the text, students form and improve their language and speech competence[15].

Linguodidactic analysis of the text, like any other, is carried out according to the scheme – a certain structure, model. Schemes (models) can be different in terms of quantitative content, the complexity of the formulation of questions and tasks for students.

In order to form the ability of future language and literature teachers to perform linguodidactic analysis in the classes on methodology, it was proposed to work in the following stages:

I. Professional reading of the text.

Task. Prepare a text score for expressive reading (a text score is a text recording prepared with the help of common signs, intended for utterance,

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indicating logical emphasis, pauses, voice modulations, intonation, notes, etc.).

II. Determining the didactic characteristics of the text, the ability to form language, speech, communicative competence with the help of the text:

Task. 1. Define the socio-cultural scope of the text in accordance with the requirements of the socio-cultural content line of the program. 2. Find out the didactic potential of the language units used in the text (in which class, in the study of which topic the text can be used, according to the age characteristics of students, etc.).

III. Implementation of professional linguistic analysis of the text with methodical commentary. Text analysis in the unity of structure and semantics, forecasting the peculiarities of students' perception of textual information.

Task. Analyze the text according to the following scheme:

General characteristics of the text:

1. Analyze the title, its functions (if the title is missing – choose and explain the choice).

2. Identify the topic, subtopics, microthemes of the text.

3. Identify the main idea (idea), comment on your choice.

4. Formulate questions (tasks) for students that would relate to the general characteristics of the text.

Classification characteristics of the text:

1. Determine the type of speech, motivate your opinion.

2. Define the functional style, motivate your opinion.

3. Find out the genre of the text (genre of speech).

4. Formulate questions (tasks) for students that would relate to the classification characteristics of the text.

Characteristics of the main categories of text:

1. Communicativeness (communication model, text functions).

2. Articulation (text structure, compositional features; division of the text into complex syntactic purposes; selection of autosemantic sentences; the ratio of complex syntactic integers and paragraphs; ways of connecting sentences – chain, parallel, radial; actual sentence structure).

3. Integrity (functions of language units).

4. Coherence (cohesion, coherence, linguistic means of communication of sentences in the text).

5. Informativeness.

7. Formulate questions (tasks) for students (without the use of terms) that would relate to the characteristics of the main categories of the text.

IV. Designing the tasks for students.

Tasks. 1. Formulate questions (tasks) for students that would relate to the preparation for expressive reading, training of the articulatory apparatus, etc.

2. Define creative tasks for students: individual, pair, group. Remember: the development of tasks for students on the content of the text (tasks of language, speech, creative) should be carried out taking into account the goal aimed at the formation of speech, communicative, rhetorical competencies.

The mastering of linguodidactic analysis by future teachers-linguists presupposes observance of the basic principles of text selection for work at the lesson. This is the presence in the text of educational, developmental and educational potential aimed at the formation of language, speech, communicative competencies; preservation of the thematic-rhetorical unity of the text, which consists in observance of the laws of text creation – incorporation (each following sentence contains the previous one) and contamination (the need to adapt grammatical forms in sentences); presence in the text of the main text categories (communicativeness, coherence, informativeness, membership, etc.); identification in the text of communicative and rhetorical qualities of speech (purity, relevance, correctness, expressiveness, etc.); taking into account the communicative intentions (intentions) of the speakers; taking into account the explicit means of communicating the text; opportunities for the text to develop skills related to speech technique. Adherence to these principles is a prerequisite for qualitative analysis of the text.

CONCLUSIONS

The study of scientific sources, own methodological developments and practice of educational work on the formation of professional competencies of future teachers of Ukrainian language and literature allow us to draw the following conclusions:

The text is an important linguodidactic unit that is constantly in the field of view of methodologists, teachers of philological and methodological educational components in higher education institutions and teachers of gymnasiums and lyceums. The main means of language learning in modern Ukrainian language didactics is the text – the environment of functioning of all language units, an important component of communication that unites the actions of participants in pedagogical discourse. A special place in the scientific and methodological studies of scientists and in the practical activities of linguists is occupied by the text, which with the development of new information and communication technologies is constantly changing in content and form of expression, the use of information coding.

Text analysis embodies the idea of learning a language on a text basis, because only in the text units of any level of the language system manifest themselves in full. Didactic material in the form of texts of different styles, types, genres of speech allows to determine the stylistic and grammatical functions of language units, provides a practical orientation of students' assimilation of linguistic theory. The analysis of the structural and semantic unity of the text, the

linguistic means of communication between its individual sentences is the basis of high-quality, communicatively relevant own works of students.

From the standpoint of linguodidactics, text analysis is interesting primarily as a method, technique and means of teaching in the professional training of future teachers of vocabulary. Linguodidactic analysis of the text is considered as a separate type of professional activity of the philologist, aimed at understanding the structure and content of the text – the main means of teaching language and speech; as a kind of general scientific concept of "analysis" (taking into account its logical, psychological, cognitive factors), an important method of professional activity of the teacher-vocabulary, aimed at developing students' thinking and speaking, education of creative language personality.

We see the prospect of further research in the development of methods for teaching future teachers of language and literature with the use of polycode texts, the formation of skills to carry out linguodidactic analysis of such texts.

SUMMARY

The section considers the problems of research of categories and varieties of the text as a linguodidactic unit in the professional training of the applicant of higher education – the future teacher-vocabulary. The author argues that in modern Ukrainian linguodidactics the main means of language learning is the text, as it is the largest unit of the language system, the environment of all language units, an important component of communication that unites the actions of participants in the educational process. Didactic material in the form of texts of different styles, types, genres of speech makes it possible to determine the stylistic and grammatical functions of language units, provides the formation of language, speech and communicative competencies of students.

One of the most important professional skills of a language and literature teacher in pedagogical discourse is the ability to perform linguodidactic analysis of the text. The author defines linguodidactic analysis of the text as a professional competence of a language and literature teacher, which is the ability to determine the didactic functions of texts of different styles, types, genres of speech, to analyze the text in accordance with the basic linguodidactic principles, based on partial methods of teaching Ukrainian.

The practice of training future teachers of Ukrainian language and literature testifies to the effectiveness of text analysis as a method, tool and technology of teaching and the need for thorough methodological development of new technologies for teaching students to perform linguistic didactic analysis of different forms and functions of texts.

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