THEORETICAL AND METHODOLOGICAL FUNDAMENTALS OF TEACHING PHILOLOGICAL DISCIPLINES IN THE MODERN INSTITUTION OF HIGHER EDUCATION

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INTRODUCTION

The modern world is characterized by a significant increase in the amount of information that has positive and negative trends. Among the most significant positive trends are free access to any amount of information. Among the negative – unpreparedness for its perception and lack of skills and abilities to work with it. This leads to the fact that a person has distorted or superficial ideas about phenomena, manipulation, belief in fakes, dogmatism of thinking. Thus, this situation needs serious attention from teachers and psychologists at all levels of education. Especially this concerns the training of future teachers, whose task is to educate the future generation that will live in the information world and therefore requires the formation of skills to work with information.

The training system of future teachers is now undergoing radical changes, however, they do not yet fully reflect the modern requirements of society. Despite the significant changes that have already taken place in recent years in the education system, pedagogical education remains on the "border between knowledge preserved in libraries and copybooks and teachers' computers, and knowledge operating in the field of production"[1].

Therefore, it is necessary to reveal the theoretical and methodological principles of training future professionals in higher education institutions, which contains several components and we will focus on philology.

We will include educational paradigms and approaches to theoretical bases, to methodological use of educational technologies.

The training of future teachers is carried out in higher education institutions and contains a number of disciplines of professional training, a significant part of which is occupied by the disciplines of the philological cycle. Here it is present the content of philological training of future primary school teachers on the example of the State Institution "Luhansk Taras Shevchenko National University": "Oral and written communication and academic rhetoric", "Foreign

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[1] Klymchuk, V. O. (2006). Faktornyi analiz: vykorystannia u psykholohichnykh doslidzhenniakh [Factor analysis: use in psychological research]. *Praktychna psykholohiia ta sotsialna robota*. № 8. P. 43–48. P. 21.

language for specific purposes', "Modern Ukrainian with a practice", "Modern Russian with a practice", "Children's literature with the basics of literary studies", "Scientific communication in Ukrainian", "Methods of teaching language and literature of the educational branch (Ukrainian language and literary reading)", "Methods of teaching language and literature of the educational branch (language and literature of indigenous peoples and national minorities)", "Speech culture with a practice on expressive reading", "National education in primary school at language and reading lessons". Thus, the philological cycle of the obligatory component of the curriculum of the specialty 013 "Primary education" is presented.

The latest in the structure of curricula was the presence of a selective component that implements the transition from a unified to a variable system of professional-pedagogical education. Therefore, in the curriculum, selective courses are presented in the amount of 60 credits, which is a quarter of the total number of credits. However, it is difficult to predict the choice of philological disciplines here, so we will consider only a mandatory component.

1. Educational paradigm of teaching philological disciplines in the modern institution of higher education

The study of theoretical and methodological principles of teaching philological disciplines in a modern institution of higher education will be begun precisely through the presentation of a possible educational paradigm.

The concept of "paradigm" was introduced into scientific circulation by T. Kun, by which the scientist understood the recognized scientific achievements, which over a period of time provide an opportunity to understand the problem and ways to solve it[2].

In the reference literature, a paradigm is a certain theory or model:

– which is a model in the process of solving research problems by a certain scientific community[3];

– accurate scientific theory, embodied in a system of concepts that reflects the essential features of reality; recognized by all scientific achievements that give the scientific community a model of problem statement and its solution during a certain historical period[4];

[2] Kun, T. (2002). Struktura nauchnyih revolyutsiy [The structure of scientific revolutions]. Moskva. AST. 608 p.

[3] Honcharenko, S. (1997). Ukrainskyi pedahohichnyi slovnyk [Ukrainian pedagogical dictionary]. Kyiv : Lybid. 373 p. P. 248.

[4] Chernyshova, Ye. R. Huzii, N. V. Liakhotskyi, V. P. ta in., (2014). Termino-lohichnyi slovnyk z osnov pidhotovky naukovykh ta naukovo-pedahohichnykh kadriv pisliadyplomnoi pedahohichnoi osvity [Terminological dictionary on the basics of training scientific and scientific-pedagogical staff of postgraduate pedagogical education] / za

– which is accepted as a model for solving the research problem[5].

E. Zaredinova, based on a thorough analysis of the scientific literature, claims that "the first concept of paradigmatic justification of pedagogical phenomena was proposed by M. Bohuslavskyi and H. Kornetov", who interpreted the evolution of pedagogy as "alternation of episodes of competition of different scientific and pedagogical societies formed and functioned on the basis of a certain model of scientific activity"[6].

The researcher's statement (which is important for us) about the fact that in pedagogics to define such paradigms we use several terms: the pedagogical paradigm, the paradigm of education, the paradigm of learning, the paradigm of upbringing, the paradigm of educational-upbringing process[7].

Researchers define the educational paradigm as:

– characteristics of typological features and semantic boundaries of the subject of pedagogical activity in the space of professional life[8];

– a set of concepts, values, ideas and practices that divide society and form a vision of education as the formation of culture and intelligence of the new generation in the transfer of social experience from seniors, represented by the categories of "knowledge", "skills", "competencies" and other attributes of activity mastered by previous generations[9];

– a set of theoretical and methodological approaches that determine the system of education embodied in science and practice at a particular historical stage[10].

naukovoiu redaktsiieiu Ye. R. Chernyshovoi, Kyiv, DVNZ "Universytet menedzhmentu osvity". 230 p. P. 122.

[5] Ilichyov, L. F. Fedoseev, P. N. Kovalyov, S. M. Panov, V. G. (1983). Filosofskiy entsiklodicheskiy slovar [Philosophical Encyclopedic Dictionary]. Moskva. *Sovetskaya entsiklopediya*. 840 p. P. 477.

[6] Zaredinova, E. (2017). Paradyhmalni zasady formuvannia sotsiokulturnykh tsinnostei osobystosti u VNZ [Paradigmatic principles of formation of socio-cultural values of the individual in higher education]. Naukovyi visnyk MNU imeni V. O. Sukhomlynskoho. *Pedahohichni nauky*. № 1 (56) liutyi. P. 66–70. P. 66-67.

[7] Zaredinova, E. (2017). Paradyhmalni zasady formuvannia sotsiokulturnykh tsinnostei osobystosti u VNZ [Paradigmatic principles of formation of socio-cultural values of the individual in higher education]. Naukovyi visnyk MNU imeni V. O. Sukhomlynskoho. *Pedahohichni nauky*. № 1 (56) liutyi. P. 67.

[8] Kolesnikova, I. A. (1999). Pedagogicheskaya realnost v zerkale mezhparadigmalnoy refleksii [Pedagogical reality in the mirror of interparadigmatic reflection]. Sankt-Peterburg. Petropolis. 225 p. P. 23.

[9] Karyakin, Yu. V. (2009). Novaya paradigma obrazovaniya [New paradigm of education]. *Vestnik Tomskogo gosudarstvennogo universiteta*. № 329. P. 39-43. P. 43.

[10] Demianenko, N. (2006). Pedahohichna paradyhma vyshchoi shkoly Ukrainy : heneza y evoliutsiia [Pedagogical paradigm of higher education in Ukraine : genesis and evolution]. *Filosofiia osvity*. № 2 (4). P. 256–265. P. 256.

Modern researchers (S. Bader, Yu. Kariakin, O. Linnik, I. Lypskyi) emphasize the revolution in science, which is due to the change of educational paradigms at the present stage, in particular the transition from technocratic (classical) paradigms to humanistic (neoclassical). Their difference is that the classical paradigms are aimed at the cult of science and technology, rationalism, knowledge as values, and the neoclassical ones focus on Man as the highest value. Thus, modern educational paradigms are humanistic, and their purpose is to nurture a person who multiplies cultural values and is self-worth[11].

The most common humanistic educational paradigms today are: competence, synergetic, axiological, value-semantic, personal, semantic, integrative, reflective, systemic, and others.

The competency paradigm is based on the competency approach and means the practical implementation of the connection between higher professional education and work[12].

The synergetic paradigm is based on synergetics, the ultimate goal of the philosophy of which is the search for "mechanisms of survival of society" in the process of resolving the contradictions between stability, general necessity and variability, chaotic randomness[13].

The axiological paradigm is the understanding and significance of the value of human life, upbringing and education, pedagogical activity and education in general.

The value-semantic paradigm consists in the idea of a person's natural desire for knowledge and self-knowledge (self-actualization), which becomes possible in the process of interaction with other subjects of the educational process during the exchange of cultural values and meanings, as well as in various activities. meaning for applicants[14].

[11] Krysovatyi, A. I. (2015). Osnovni paradyhmy osvity ta yikh sutnisna kharakterystyka [Basic paradigms of education and their essential characteristics]. *Osvitolohiia*. № 1. P. 114–116.

[12] Бойчук, Ю., Таймасов, Ю. (2015). Kompetentnisna paradyhma v suchasnii vyshchii profesiinii osviti [Competence paradigm in modern higher professional education]. *Novyi kolehium.* № 1. P. 38–44. P. 38.

[13] Luzik, E. V. (2015). Synerhetychna model rozvytku vyshchoi profesiinoi osvity [Synergetic model of higher professional education development]. *Visnyk Natsionalnoho aviatsiinoho universytetu. Seriia: Pedahohika, Psykholohiia.* № 7. P. 84–88., P. 85.

[14] Bader, S. O. (2020). Systema formuvannia tsinnisno-smyslovykh oriientatsii maibutnikh vykhovateliv zakladiv doshkilnoi osvity u fakhovii pidhotovtsi [The system of formation of value and semantic orientations of future educators of preschool education institutions in professional training] : dysertatsiia na zdobuttia nauk. stup. dok. ped. nauk 13.00.04 – teoriia i metodyka profesiinoi osvity. Starobilsk. 576 p. P. 151.

The personal (personality-oriented) paradigm is aimed at the subject-subject relationship, the attitude to the pupil as a person, an independent and responsible subject who can move on his own trajectory. The essential features of this paradigm, scientists include: change of learning goals – a departure from the acquisition of ready-made knowledge, skills and abilities and the transition to a conscious need for self-development and self-realization; the subject of teaching ceases to be an end in itself, but acts as a means of personal development; use of personality-oriented technologies, methods, techniques, forms and means of educational activities; overcoming the contradictions between the student's own educational activities and the need to form his personal pedagogical position through the use of various forms of reflection and a holistic combination of their own educational activities with research work[15].

Semantic paradigm – education creates a semantic picture of the world and helps to make life decisions in uncertain situations[16]. *The personal-semantic paradigm* consists in the professional training of future teachers as a search for personal and professional meanings.

Integrative paradigm – the idea of including the individual in creative work, a combination of science and production[17].

Reflexive paradigm – the creation of a certain environment for self-knowledge, self-awareness and self-disclosure of the future specialist. Its purpose is to form reflective constructs of the future specialist. The tasks of this paradigm are the orientation of professional self-awareness in the direction of analysis, evaluation and adjustment of pedagogical concepts, own activity, its perception by others, value-semantic awareness of the future profession[18].

Systemic paradigm in education –a set of concepts, values, ideas and practices shared by society and forms the vision of education as the cultivation of individuals in the educational environment, is based on the experience of previous generations, focused on independent cognitive

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[15] Piekhota, O. M., Starieva, A. M. (2005). Osobystisno oriientovane navchannia : pidhotovka vchytelia [Personality-oriented learning: teacher training] : monohrafiia. Mykolaiv : Vyd-vo "Ilion", 272 p. P. 68–70.

[16] Asmolov, A. G. (1996). Kulturno-istoricheskaya psihologiya i konstruirovanie mirov [Cultural-Historical Psychology and the Construction of Worlds]. Moskva. Institut prakticheskoy psihologii, Voronezh. NPO "MODEK". 768 p. P. 678.

[17] Turchenko, V. N. (2015). Integrativnaya paradigma obrazovaniya [An integrative paradigm of education]. Concorde. № 1. P. 78-95. URL: https://cyberleninka.ru/article/n/integrativnaya-paradigma-obrazovaniya.

[18] Zaredinova, E. (2017). Paradyhmalni zasady formuvannia sotsiokulturnykh tsinnostei osobystosti u VNZ [Paradigmatic principles of formation of socio-cultural values of the individual in higher education]. *Naukovyi visnyk MNU imeni V. O. Sukhomlynskoho. Pedahohichni nauky.* № 1 (56) liutyi. P. 69.

movements, under the guidance of the teacher, based on the process of cognition as the basis of natural development[19].

Analysis of the content of the presented humanistic educational paradigms allows us to identify a number of common features:

– common leading idea: comprehensive development of the applicant's personality;

– formation of relevant competencies;

– focus on the formation of a system of values, personal life strategies;

– focus on the uniqueness of the individual: taking into account its uniqueness and ability to realize their own potential;

– the teacher plays the role of facilitator, partner;

– the leading result – the formation of knowledge and skills that will be the key to becoming a professional.

It is absolutely possible to say that today there is no unique humanistic educational paradigm, however, the presented paradigms do not mutually exclude each other, but complement each other.

Thus, we can assume that the presented educational paradigms are in some way common to the educational process of IHE, in particular during the teaching of philological disciplines.

At the same time, the teaching of these disciplines is based on a number of specific linguistic paradigms: comparative-historical (genetic, element-taxonomic, linguistic comparativism), structuralist (system-structural, taxonomic), generative, cognitive, communicative (communicative-functional and pragmatic). We will reveal them in more detail.

Comparative-historical (genetic, element-taxonomic, linguistic comparativism) paradigm is based on a comparative method of research, which used a historical and then a diachronic approach to language. The main principles of this paradigm are empiricism, psychologism, similarity.

Structuralist (system-structural, taxonomic) paradigm is based on linguistic immanence, during the implementation of this paradigm is based on the following principles: synchronicity of linguistic description; ontological dualism of invariants and variants of language units; systematic language, its level hierarchy, the presence of systemic relations at all language levels; opposition as a definition of the differential content of an element by checking its oppositions to other elements in a paradigmatic class or in a syntagmatic sequence[20].

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[19] Karyakin, Yu. V. Novaya paradigma obrazovaniya [New paradigm of education]. URL: http://journals.tsu.ru/uploads/import/842/files/329-039.pdf.

[20] Selivanova, O. (2009). Linhvometodolohiia – naukova paradyhma – epistema [Linguomethodology – a scientific paradigm – an episteme]. Naukovyi visnyk Chernivetskoho universytetu. Vypusk 475–477. *Slovianska filolohiia*. P. 208–214. P. 211.

The generative paradigm sees language as an independent, self-sufficient cognitive phenomenon. The generative paradigm became a prerequisite for the emergence of cognitive science.

The cognitive paradigm is based on rationalist and phenomenological methodologies. It is characterized by the focus on the study of language as a means of obtaining, storing, processing, processing and using knowledge to study ways of conceptualization and categorization in a particular language of the world of reality and internal reflexive experience. Cognitive linguistics faces a number of tasks: analysis of the nature of human language competence, its ontogenesis; 2) determining the specifics of categorization and conceptualization; 3) description of the organization of the internal lexicon, verbal memory in general; 4) explanation of human cognitive activity in the processes of generation, perception and understanding of speech, communication; 5) study of cognitive processes and the role of natural languages in their implementation; 6) establishing the ratio of language structures with cognitive ones, etc[21].

The communicative (communicative-functional, pragmatic) paradigm is the newest. Its appearance is due to "the assertion of the human factor as a subject of activity in the broadest sense, the activity of communication, communicative and linguistic activity, closer inclusion in the circle of anthropological sciences"[22]. This paradigm is based on the analysis of the human factor in language, activity and teleological behavior of the language system in the communicative environment. This paradigm, according to O. Selivanova, is characterized by the perception of the object in its interaction with the environment as an activity, the functioning of the system[23].

As among general educational paradigms, among specific ones it is difficult to define their clear boundaries. We can only note that the most modern is communicative.

Thus, generalizing scientific research, we can make the following generalizations: today there is a change in the leading educational paradigms

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[21] Selivanova, O. (2009). Linhvometodolohiia – naukova paradyhma – epistema [Linguomethodology – a scientific paradigm – an episteme]. *Naukovyi visnyk Chernivetskoho universytetu. Vypusk 475–477. Slovianska filolohiia.* P. 208–214. P. 211.

[22] Manchul, B. Marchuk, M. (2012). Linhvistychna paradyhma v strukturi humanitarno-naukovoi metodolohii [Linguistic paradigm in the structure of humanities methodology]. *Naukovyi visnyk Chernivetskoho universytetu. Zbirnyk naukovykh prats. Vypusk 621–622. Filosofiia.* P. 59–65. P. 61.

[23] Selivanova, O. (2009). Linhvometodolohiia – naukova paradyhma – epistema [Linguomethodology – a scientific paradigm – an episteme]. *Naukovyi visnyk Chernivetskoho universytetu. Vypusk 475–477. Slovianska filolohiia.* P. 208–214. P. 211.

from technocratic (classical) to humanistic (neoclassical). Modern humanistic educational paradigms are characterized by a number of common features, in particular, individual development and taking into account the uniqueness of the individual, the formation of leading competencies, including professional, focus on values, teacher-facilitator.

It is clear that the teaching of philological disciplines in a modern institution of higher education should be based on the so-called "general" modern educational paradigms: value-semantic, competence, synergetic, value-semantic, personality-oriented, semantic, integrative, reflective and systemic. Relying on one of these paradigms or the application of an appropriate combination of several of them will allow you to keep up with the times, to train a competitive modern specialist.

At the same time, when teaching the disciplines of the philological cycle, scientists rely on specific paradigms – comparative-historical (genetic, element-taxonomic, linguistic comparativism), structuralist (system-structural, taxonomic), generative, cognitive, communicative (communicative-functional, pragmatic).

Thus, we observe at the present stage we see a change in educational paradigms, both general and specific, the transition to humanistic educational paradigms and the forefront of a specific, communicative, paradigm, centered on man, his use of language to achieve certain goals.

2. Methodological approaches during the teaching of philological disciplines in the modern institution of higher education

The teaching of philological disciplines in a modern institution of higher education certainly requires a balanced approach, an adequate scientific basis on which to base and from which to explain the main phenomena. Therefore, such a teaching process requires the selection of methodological tools, which consists not only in the choice of educational paradigm, but also methodological approaches.

"Methodology" is interpreted as: 1. The doctrine of the scientific method of cognition and transformation of the world, its philosophical, theoretical basis. 2. A set of research techniques used in any science in accordance with the specifics of the object of its knowledge[24].

Under the methodology following[25], we will understand "a set of approaches, methods, techniques, techniques and procedures used in the

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[24] Slovnyk ukrainskoi movy : v 11 tomakh (1973). [Dictionary of the Ukrainian language: in 11 volumes]. / za redaktsiieiu I. K. Bilodida. T. 4. AN URSR. Instytut movoznavstva. URL: http://ukrlit.org/slovnyk/slovnyk_ukrainskoi_movy_v_11_tomakh.

[25] Filosofskyi entsyklopedychnyi slovnyk (2002). [Philosophical encyclopedic dictionary]. Kyiv : Instytut filosofii im. H. S. Skovorody NANU. Abrys. 744 p. P. 374.

process of scientific knowledge and practice to achieve a predetermined goal"[26].

We will study the methodological principles of teaching philological disciplines in a modern institution of higher education based on four levels of methodological knowledge identified by E. Yudin: philosophical, general scientific, specific scientific, technological level[27]. It is needed to identify specific approaches at each level of the study.

It is clear that the teaching of philological disciplines in a modern institution of higher education is subject to general pedagogical and specific methodological approaches.

We have identified the following main approaches to the training of future teachers in a modern institution of higher education at each methodological level:

– philosophical: axiological, culturological approaches;
– general scientific: system, synergetic approaches;
– specific-scientific: subject-activity, competence, contextual, personality-oriented approaches;
– technological: technological, hermeneutic, dialogical.

The correctness of this approach is confirmed by the analysis of research on the linguodidactics of higher education, work programs of philological disciplines, etc. This analysis showed that the teaching of disciplines of the philological cycle is based on methodological approaches, among which the main ones are competence, communicative-activity, culturological, context-developmental. It is these approaches that allow the application and mastery of humanistic technologies for conducting philological classes. So let's look at them in more detail.

The axiological approach is a distinctive feature of humanistic pedagogy, because humanistic pedagogy is based on values. The axiological approach acquires special significance in the process of training a future specialist, because the modern education system should be based on universal, common European and national values. The formation of values should begin at an early age and continue throughout the training period, so it is the teachers who are tasked with forming the values of the future generation, and accordingly they themselves should be formed these values.

Scientists define *the culturological approach* as a way of becoming a person in culture, which is based on axiology. This approach is usually

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[26] Filosofskyi entsyklopedychnyi slovnyk (2002). [Philosophical encyclopedic dictionary]. Kyiv : Instytut filosofii im. H. S. Skovorody NANU. Abrys. 744 p. P. 374.

[27] Yudin, E. G. (1978). Sistemnyiy podhod i printsip deyatelnosti [Systematic approach and principle of activity]. Moskva : Nauka. 391 p. P. 64.

considered in the context of a general philosophical understanding of culture. O. Oliinyk interprets the culturological approach in pedagogical education as "a set of theoretical and methodological provisions and organizational and pedagogical measures aimed at creating conditions for the assimilation and translation of pedagogical values and technologies that provide creative self-realization of the teacher's personality in professional activities"[28].

The system approach is in the study of the object (according to Yu. Shabanova) "as an integral set of elements in the set of relations and connections between them, in the consideration of the object as a system[29]. It is clear that the training of future teachers takes place in a certain system, in holistically, structured, connected, and so on".

We will explain *the synergetic approach* following O. Vozniuk, who defines it as the result of the implementation of "a new educational direction – pedagogical synergetics, which studies educational processes from the point of view of synergetics methodology"[30]. V. Kremen defines pedagogical synergetics as a sphere of pedagogical knowledge, which is based on the laws and regularities of self-organization and self-development of the system[31]. It means that the key mechanisms are self-development and self-organization. The importance of a synergetic approach in the teaching of philological disciplines lies in its close connection with the system, the possibility of dialogue, creativity, individual development.

The subject-activity approach is the leading value of the activity, during which the subject has the opportunity to solve various problems. That is, according to this approach, the central in the educational process are the subjects: applicants and teachers who constantly interact.

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[28] Oliinyk, O. (2006). Kulturolohichnyi pidkhid yak naukova osnova rozvytku teorii ta praktyky pedahohichnoi osvity [Culturological approach as a scientific basis for the development of theory and practice of pedagogical education]. Pedahohichni nauky. *Naukovi pratsi.* T. 50, vyp. 37. P. 39–42. P. 39. URL: https://lib.chmnu.edu.ua/pdf/ naukpraci/pedagogika/2006/50-37-6.pdf.

[29] Shabanova, Yu. O. (2014). Systemnyi pidkhid u vyshchyi shkoli : pidruchnyk dlia stud. mahistratury za spetsialnistiu "Pedahohika vyshchoi shkoly" [System approach in high school: a textbook for students. Master's degree in "Higher School Pedagogy"]. Dnipropetrovsk : Natsionalnyi hirnychyi universytet. 120 p. P. 15.

[30] Vozniuk, O. V. (2012). Pedahohichna synerhetyka: heneza, teoriia i praktyka [Pedagogical synergetics: genesis, theory and practice] : monohrafiia. Zhytomyr : Vydavnytstvo ZhDU imeni Ivana Franka. 708 p. P. 178.

[31] Kremen, V. (2013). Pedahohichna synerhetyka: poniatiino-katehorialnyi syntez [Pedagogical synergetics: conceptual and categorical synthesis]. *Teoriia i praktyka upravlinnia sotsialnymy systemamy.* 2013. № 3. P. 3–19. P. 3-4.

The competency approach is quite new in the modern pedagogical nation. The training of future teachers is carried out in such a way as to have not only a high level of competencies, but also the ability to further their development. Today in the scientific literature two groups of competencies are defined: *subject specific* competencies and *generic* competencies (transferable skills). The introduction of a competency-based approach in education makes it possible to reorient the content of education to the subjective achievements of the applicant; appropriate construction of classes, the use of such technologies that most effectively contribute to the formation of competencies, including professional.

The contextual approach is implemented in the process of contextual learning. The founder of this approach A. Verbytskyi defines contextual learning as a conceptual basis for the integration of different activities of applicants (educational, scientific, practical) [105]. The researcher supports the use of active learning methods with traditional ones. We also emphasize the requirements that ensure the effectiveness of the contextualization of learning, defined by D. Perin: 1) creating conditions for interdisciplinary cooperation of teachers: discussion of curricula, approaches to assessment, teaching methods; mutual visits; discussion of educational practice and teaching methods; coordination of the content of educational programs; 2) permanent professional development of the experience of contextualization, initiation and its support; use of evidence-based professional development techniques (eg training); 3) development of appropriate procedures for evaluating the results of contextualization to identify the degree of its effectiveness[32].

Person-oriented approach is based on purposefulness, planning, continuity, special organization of the process aimed at the development and self-development of the applicant, taking into account his individual characteristics, interests, abilities[33]. The implementation of this approach in the process of training future teachers, including the teaching of philological disciplines, determines the construction of the educational process taking into account the individuality of each student, his experience, reliance on his spirituality and values.

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[32] Perin, D. (2011). Facilitating Student Learning Through Contextualization. Community College Review. Vol. 39, issue 3, P. 31-32. DOI: http://doi.org/10.1177/0091552111416227.

[33] Dubaseniuk, O. A. (2012). Profesiina pedahohichna osvita : osobystisno oriiento-vanyi pidkhid [Professional pedagogical education: a personality-oriented approach] : monohrafiia / za red. O. A. Dubaseniuk. Zhytomyr : Vyd-vo ZhDU im. I. Franka. 436 p. P. 16.

The technological approach allows to create new opportunities for development of pedagogical activity through application of a certain pedagogical technology. This allows to optimize the educational process: to determine the organization of activities, purpose, predict and measure the result, take into account interdisciplinary links, cover all aspects of knowledge acquisition, evaluate and manage the solution of all problems arising during the educational process, including teaching philological disciplines.

The hermeneutic approach is most relevant to the teaching of philological disciplines in the modern institution of higher education. The main concepts of this approach are "understanding" and "interpretation". Researchers (H. Aksionova) note that this approach is based on the idea of the influence of reading mechanisms on the interpretation of cultural texts on human consciousness in general, on the ways of thinking and worldview, as well as (indirectly) on other activities, including forecasting, modeling, design diagnostics and pedagogical communication[34].

A. Lynenko claims that "most researchers believe that an adequate understanding of any text (scientific, technical, artistic, musical, etc.) consists of adequate disclosure of its meaning, which was invested in it by the author"[35].

However, in contrast, there is the opinion of M. Bakhtin, who stated that the interpretation of the text by the interpreter should be better than the author. Which is a reflection of a creative approach to the process of understanding, because the performer, for example, a musician, must be critical of the work being performed, preserve all the positive that is in it, and enrich it with the meaning of modernity and connect it with meaning author's position[36].

We fully support A. Lynenko's opinion on the definition of hermeneutic principles on which the training of future teachers in pedagogical free educational institutions should be based: organization of the space of understanding in the pedagogical process; establishing interpersonal

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[34] Aksenova, G. I. (1998). Formirovanie sub'ektnoy pozitsii uchitelya v protsesse professionalnoy podgotovki [Formation of the teacher's subjective position in the process of professional training] : dissertatsiya doktora pedagogicheskih nauk : 13.00.01, 19.00.07. Moskva. Moskovskiy pedagogicheskiy gosudarstvennyiy universitet. 411 p.

[35] Lynenko, A. F. (2018). Hermenevtychnyi pidkhid u pedahohitsi i yoho pryntsypy [Hermeneutic approach in pedagogy and its principles]. *Naukovyi visnyk Pivdenno-ukrainskoho natsionalnoho pedahohichnoho universytetu imeni K. D. Ushynskoho.* № 3 (122). P. 55–59. P. 56.

[36] Bahtin, M. M. (1979). Estetika slovesnogo tvorchestva [Aesthetics of verbal creativity] / sostavitel S. G. Bocharov. Moskva : Iskusstvo. 424 p. P. 346.

relationships between teachers and students on the basis of dialogue, reflection, tolerance, empathy; development of the student's ability to self-understanding, self-identification with the pedagogical community and self-awareness as a future professional[37].

We believe that the teaching of philological disciplines in a modern institution of higher education should be based on the hermeneutic approach and its principles.

The dialogical approach is appropriately and accurately interpreted by I. Mykhailiuk: "the dialogical approach, dialogue is defined as a direct form of organization of the educational process, which provides for multilevel interaction of subjects of the educational process as a unity of meanings and goals, as means of acquiring knowledge and skills. Dialogic relations not only perform didactic functions in the educational process, but also acquire a developmental effect under the conditions of using the perceptual-reflexive abilities of the participants of interaction"[38].

In our opinion, the last two approaches – hermeneutic and dialogical – are fundamental in the teaching of philological disciplines, as they best meet their specifics.

Thus, the teaching of philological disciplines in a modern institution of higher education is based on a number of methodological approaches: axiological, culturological, systemic, synergetic, subject-activity, competence, contextual, personality-oriented, technological, hermeneutic, dialogical. An appropriate combination of which can ensure the effectiveness of teaching these disciplines in a modern institution of higher education.

3. Technology of critical thinking during teaching
in a modern institution of higher education

The teaching of philological disciplines in a modern institution of higher education should be subordinated to the humanistic educational paradigm and based on a number of methodological approaches. However, the educational process requires the use of certain technologies.

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[37] Lynenko, A. F. (2018). Hermenevtychnyi pidkhid u pedahohitsi i yoho pryntsypy [Hermeneutic approach in pedagogy and its principles*]. Naukovyi visnyk Pivdennoukrainskoho natsionalnoho pedahohichnoho universytetu imeni K. D. Ushynskoho.* № 3 (122). P. 55–59. P. 57.

[38] Mykhailiuk, I. V. Dialohichnyi pidkhid do profesiinoi pidhotovky maibutnikh psykholohiv : sutnist, perspektyvy [Dialogic approach to the training of future psychologists : essence, prospects]. URL: http://academy.ks.ua/wp-content/uploads/2014/05/77.pdf.

Technology is understood as "a form of realization of cognitive abilities, which reflects the ability of a person to use a set of knowledge about methods and means of implementing a certain production process, resulting in qualitative changes in the subjects of technology"[39]. In the scientific and pedagogical literature there are a large number of classifications of technologies, including pedagogical.

The most interesting and complete is the classification proposed by V. Khymynets:

– *structural and logical*: step-by-step organization of the learning system, which provides a logical sequence of outlining and solving didactic problems based on the selection of their content, forms, methods and teaching aids at each stage, taking into account the step-by-step diagnosis of results;

– *integrational*: didactic systems that provide integration of interdisciplinary knowledge and skills, various activities at the level of integrated courses, educational topics, etc.;

– *game*: didactic systems of using various games;

– *training*: a system of activities for testing certain algorithms for performing typical practical tasks, including with the help of a computer;

– *informational-computer*: are realized in didactic systems of computer training on the basis of "man-machine" dialogue by means of various educational programs;

– *dialogical*: a set of forms and methods of teaching based on dialogic thinking in inter-didactic systems of subject-subject level[40].

As we can see, modern science offers a significant amount of technology. However, it should be considered that today the training of future teachers takes place in the information world, where a significant amount of information prevails, so it is important to teach future professionals, above all, to work with information, a critical attitude to it. Due to this we propose to use the technology of development of critical thinking (TDKT) authored by C. Meredith, Ch. Templ, J. Steele, in the process of teaching philological disciplines in modern higher education institution. This technology is unique and can be used holistically in the educational process of future teachers.

Note that the technology of critical thinking development is an innovative pedagogical technology, which belongs to the personality-oriented technologies, is based on the activation and intensification of

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[39] Praktykum z metodyky navchannia movoznavchykh dystsyplin u vyshchii shkoli (2015). [Workshop on methods of teaching linguistics in high school] : navchalnyi posibnyk / O. Horoshkina, S.Karaman, Z. Bakum, O. Karaman, O. Kopus / za red. O. Horoshkinoi ta S. Karamana. 250 p. P. 84.

[40] Khymynets, V. V. (2009). Innovatsiina osvitnia diialnist [Innovative educational activities]. Ternopil : Mandrivets. 360 p. P. 207.

student activities and aims to modernize the traditional educational system of higher education. According to the above classification, we can attribute TDKT to dialogue technologies. The use of this technology allows to form in future teachers certain qualities revealed by V. Yahodnikova, following D. Chaffi: openness to other opinions, in the ability to listen to other views carefully, to assess different ways to overcome the problem; competence – the desire to substantiate their opinion with real facts and knowledge of the thing;

intellectual activity – detection of intellectual initiative in confrontational situations, not indifferent perception of events; curiosity – the ability to penetrate into the essence of sources of information; independence of thinking – no fear of disagreement with the group, inability to uncritically follow the views of others; ability to discuss – attentive attitude to opposing opinions, ability to put forward ideas that unite; insight – the ability to penetrate into the essence of the question, the phenomenon of information, not to spray on small details; self-criticism – understanding the peculiarities of their thinking[41].

Somewhat different, more general and broad characteristics of a critical thinker, according to J. Barrell, we find in the studies of S. Zair-Beck, I. Mushtavynska, J. Steele, K. Meredith, Ch. Temple, S. Walter[42, 43]: critical thinkers are able to: solve problems; show resilience in solving problems; control yourself, your own impulsiveness; be open to other ideas; solve problems by working with other people; listen to the interlocutor; be empathetic; be patient to uncertainty; consider problems from different points of view; able to establish multiple connections between phenomena; be patient with thoughts other than your own; consider several options for solving the same problem; ask a question: "What if…?"; build logical conclusions; to think about one's own feelings, thoughts – to evaluate them; make predictions and set reasonable goals; apply their own skills and knowledge in different situations; be inquisitive and often ask "good"

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[41] Yahodnikova, V. V. (2009). Zastosuvannia tekhnolohii rozvytku krytychnoho myslennia u protsesi profesiinoi pidhotovky maibutnikh fakhivtsiv [Application of technology of development of critical thinking in the process of professional training of future specialists]. Visnyk pisliadyplomnoi osvity. Vyp. 11 (1). P. 190–196. P. 192. URL: http://nbuv.gov.ua/UJRN/Vpo_2009_11%281%29__26.

[42] Zair-Bek, S. I. Mushtavinskaya, I. V., (2011). Razvitie kriticheskogo myishleniya na uroke [The development of critical thinking in the classroom] : posobie dlya uchiteley obscheobrazovatelnyih uchrezhdeniy. 2-e izdanie, dorabotannoe. Moskva : Prosveschenie. 223 p. P. 10-11.

[43] Stil, Dzh. Meredit, K. S. Templ, Ch. Uolter, S. (1997). Osnovyi kriticheskogo myishleniya [Fundamentals of Critical Thinking]. Moskva. Izdatelstvo instituta "Otkryitoe obschestvo". Pos. 1.

questions; actively perceive information. In our opinion, these characteristics affect both cognitive and personal skills.

The purpose of TDKT is to form KT of future teachers at different stages of training, but the introduction of this technology allows not only to develop KT, but also to successfully acquire the necessary knowledge, skills and abilities in certain disciplines, taking into account interdisciplinary links.

Also the results of the implementation of TDKT are important, which include: increasing the level of KT in future professionals, which is realized through: a positive attitude to the future profession; ability to work with professionally oriented information in the form of texts and their sources; skills of analysis, systematization, generalization of professionally oriented information through the prism of one's own experience based on values; ability to form certain judgments and solve professional problems; presence of value attitudes to one's own thoughts and the opinions of others; expressing and defending one's own opinions based on proves; application of operational conditions for the control of mental activity; creating your own ideas.

Basic TDKT is universal and has a three-phase structure or still uses the concept of technological stages: challenge – awareness – reflection.

Each stage has a corresponding content. Thus, during the first phase – *the challenge* – there is an update of existing or previously acquired knowledge, clarification of existing knowledge through various questions to establish links with previously obtained information, structuring existing knowledge, identifying gaps in knowledge and forecasting independent paths and accents in studying the following material, setting learning goals, focusing on the topic; presenting the context so that students can understand new ideas.

This stage is also used to create motivation before learning new material, as well as to conduct a cross-cutting connection of one topic throughout several practical or even a course.

The second phase – *awareness* (construction of knowledge) – is aimed at learning new information. At this stage, students work with new information, prepare and analyze and discuss what is read, correlate old knowledge with new, identify key points, track the processes of thinking / flow of thoughts of students. At this stage, the gaps identified at the challenge stage should be "filled in", questions and answers should be asked, the content of the lesson should be combined with the personal experience of students, and so on.

The third phase – *reflection* (consolidation) – is aimed at a systematic generalized analysis of the information obtained on the basis of the studied material, the formation of evaluative judgments, conclusions. This stage is aimed at consolidating and systematizing new knowledge, to build causal

relationships of the studied material, if necessary, to restructure their own ideas about the object, awareness and systematization of new concepts, definitions, patterns, etc.; as well as the independent generalization of the studied material, exchange of views, identification of personal attitudes, testing of these ideas, asking additional questions; determining the direction for further determination of the material; assessment of the learning process.

Implementation of the content of TDKT is possible only on the basis of carefully selected specific methods and techniques used in this technology at each stage, mainly active teaching methods are used.

TDKT uses methods of active (thoughtful) reading: reading articles, lectures, textbooks, reading with stops, dictionaries and methods of active (reflective) writing, including writing essays, filling in tables, marking texts with special notes, defining keywords, ideas, authors' opinions.

Let's name some of them: brainstorming, associative bush, cluster, basket of ideas, tree of predictions, Venn diagram, table KWK, basket of ideas, conceptual wheel, key terms, catch a mistake, etc.; concept map, learning while teaching, T-table, text mapping, INSERT discussion, logbook, diary, thin and thick questions, Bloom's cube, etc.; logbook, Senkan, Fishbon, Scale of Thoughts, PRESS method, concept table, Alias, essay, 6 hats, leave me the last word, decision sheet, etc.

A special place in TDKT is occupied by the ability to ask different types of questions. The most common are "thick" and "thin" questions. "Thick" questions – complex questions that start with the words "What does … consist of?", "Which group does … belong to?", "What are the consequences of…?" etc. and require a detailed answer, selection of arguments, etc.; "Thin" questions – simple questions – "What?", "Where?", "When?" etc.

When teaching philological disciplines with the use of TDKT, educational information and sources of information also attract considerable attention, because information is the starting point for critical reflection. Therefore, the teacher should pay considerable attention to the selection of educational information, the content of information should correspond to the content of methodological approaches, criteria of critical saturation and critical correctness, the selection of information should be carried out in accordance with functions: informational, operational, control, actualization, stimulation, diagnostic.

Thus, the use of TDKT is an effective means of teaching philological disciplines in a modern institution of higher education.

CONCLUSIONS

The teaching of philological disciplines in a modern institution of higher education should be subject to a number of theoretical and methodological

principles, which include the humanistic educational paradigm, methodological approaches, learning technologies, in particular TDKT.

Modern education is based on humanistic educational paradigms. Among the most well-known and modern today are defined competence, synergetic, axiological, value-semantic, personal, integrative, reflexive, systemic, and others. None of them contradicts the other, but only complements and clarifies each other.

During philological training there is also a reliance on special educational paradigms, which include: comparative-historical (genetic, element-taxonomic, linguistic comparativism), structuralist (system-structural, taxonomic), generative, cognitive, communicative, communicative-functional pragmatic), etc., their application allows to more accurately reflect the specifics of philological training of future teachers in a modern institution of higher education.

The effective introduction of the educational paradigm is impossible to imagine without appropriate methodological approaches, which, in our opinion, following E. Yudin, should be divided into four levels: philosophical: axiological, culturological approaches; on general scientific: system, synergetic approaches; on concrete-scientific: subject-activity, competence, contextual, personality-oriented approaches; on technological: technological, hermeneutic, dialogical. The most relevant to the teaching of philological disciplines is hermeneutic and dialogical.

During the teaching of philological disciplines in a modern institution of higher education this or that technology is used. In our opinion, TDKT is effective as an end-to-end technology that should be used in the training of future teachers. The specificity of TDKT lies in its three-phase structure (challenge, awareness, reflection), the use of a number of specific methods and techniques when working with educational information and sources of information.

The use of this technology allows not only to acquire knowledge, skills and abilities in philological disciplines, but also to prepare a critical thinker and citizen.

SUMMARY

The study presents the theoretical and methodological principles of teaching philological disciplines in modern institutions of higher education. The main theoretical and methodological principles include educational paradigms, methodological approaches, learning technologies. It is determined that today education is based on humanistic paradigms, the most common are: competence, synergetic, axiological, value-semantic, personal, integrative, reflective, systemic, etc. paradigms.

Specific paradigms of teaching philological disciplines include comparative-historical (genetic, element-taxonomic, linguistic comparativism), structuralist (system-structural, taxonomic), generative, cognitive, communicative (communicative-functional, pragmatic), and others. The introduction of the educational paradigm should be based on methodological approaches, in particular on axiological, culturological approaches; on general scientific: system, synergetic approaches; on concrete-scientific: subject-activity, competence, contextual, personality-oriented approaches. The teaching of philological disciplines in a modern institution of higher education should be based on educational pedagogical technologies. The most effective is the technology of development of critical thinking, the authors of which are C. Meredith, Ch. Templ, J. Steele. The specificity of this technology is its throughness, three-phase, application of methods and techniques when working with educational information and sources of information.

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