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TRADITIONAL STUDYING METHODS IN THE SYSTEM OF THEORETICAL AND METHODOLOGICAL PREPARATION OF THE FUTURE UKRAINIAN LANGUAGE TEACHERS

Ruskulis L. V. Traditional studying methods in the system of theoretical and methodological preparation of the future ukrainian language teachers.

In the article are analyzed the classifications of methods. The study is constructed on systematization and reasoning of classification by the way of interaction between teacher and pupils, which consists of conversation, work with course book, problem learning, observation of speech, linguistic experiment, exercises. The author emphasizes the necessity to introduce the method of conversation, based on checking the level of student imbibition, control and self-control; points out consideration of the method of using the textbook as an implementation of self-work; finds out the value problem-based learning method, whose purpose is student intensifying; define the essence and advantages of the observation method and facts that activates student mental and search activity, learns to see specific language features; emphasizes the importance of exercises that are designed to form a long term language skills at all levels, to prevent mistakes, to develop communicative competence.

Keywords: method, discussion, works with textbook, problem studying, observation on language, linguistic experiment, exercises.

Theoretical and methodical system of training future Ukrainian language teachers is a complex and multifaceted system of interconnected components, in

which a significant place occupy methods. Traditional studying methods that are presented in modern linguodidactic further to organization of the educational process, provide the formation of professional competencies, cover the realization of communicative, cognitive, competency approaches, and promote the development of logical thinking, the ability of the student to apply theoretical knowledge in practice, to reveal their own initiative and irregularity in decisions, develop their creativity.

The theoretical and methodological training of future teachers of Ukrainian language is based on the choice of effective studying methods, which depends on many things. In pedagogy (Aleksyuk A., Babanskii Y., Podlasyy I., Kharlamov I. etc.) and linguodidactics (Belyaev O., Melnychayko V., Pentylyuk M., Peredriy A., Rozhylo L.) method is characterized as a way to the interaction teacher and student to achieve academic goals. Today in the scientific literature state the essence of different classifications of traditional studying methods: by the level of cognitive activity (Lerner J., Tekuchov A., Fedorenko L.), by the sources of knowledge (Dmitrovskiy E., Tekuchov O., Fedorenko L., Chavdarov S), by the way of interaction between teacher and students (Belyaev O., MelnychaykoV., Pentylyuk M., Karaman S.).

Purpose of the article – to research and to analyze the traditional methods in the system of theoretical and methodological training of future Ukrainian language teachers. The main tasks of exploration: to study existent linguodidactics teaching methods, to determine requirements for the selection and implementation in the educational process traditional teaching methods (conversation, work with textbook, problem learning, observation of language, linguistic experiment, exercises).

There is not universal classification of teaching methods in linguistic and proposed methods classification based on certain grounds. T. Donchenko, based on the analysis of the main functions of the teacher (informative, developmental, educational, organizational, stimulating, controlling, planning), offers the methods of interaction between teacher and students, focused on learning the mother tongue:

1. The teacher organization of purposeful students activity, aimed at understanding and perception of educational material (students are getting finished generalizations during the teacher presentation of material).

2. Teacher organization of student`s part-research activity (heuristic conversation).

3. Teacher organization of students imbibition the knowledge by the way of learning textbook`s paragraph.

4. The organization of all alone learning educational material by students (singly observation of language and speech).

5. The organization by teacher student`s reproduction of knowledge (backplaying conversation, coherent expression in linguistic topic).

6. The organization of operating student`s activity aimed at application of received knowledge and the formation of language and spelling skills.

7. The organization of perception processes, reproduction and production of oral and written speech.

The scientist notices that the first five methods represent the interaction between teacher and students, aimed at learning, the sixth method represents the interaction between teacher and students, aimed at shaping language and spelling skills, the seventh represents the interaction of teacher and students aimed at organizing processes of perception , reproduction and production student`s oral and writing speech [3, c. 5].

N. Kucheruk offers classification of methods, grouping them according to different system identities (criteria):

- by the level of use (general methods and the actual subject or specific methods);
- by philosophical and methodological basis of language education (existential, cognitive, hermeneutical etc.);
- by the field of linguistic areas (sociocultural, communicational, psycholinguistic and others);

- according to psychological learning basis (situational, eidetic, suggestive, emotionally meaningful, creative, associative etc.);
- according to the form of educational activity (group, individual, collective, and others);
- -according to the efficiency of use (productive, unproductive);
- -according the logic of learning activity (comparison, analogy, induction, deduction, analysis, synthesis, generalization, abstraction, etc.);
- by the intensity of learning (intense (rapid method), extensive);
- by the ratio of active teacher and students (active, passive, interactive);
- depending on the novelty of learning methods (traditional and innovative);
- in terms of the specifics of education (teaching, management of cognitive or search activity);
- by the source and way of knowledge transmission and skills (verbal, visual, practical, informational and communicational);
- by the character and level of cognitive student`s activity under the teacher`s guidance (explanatory, illustrative, reproductive, problem statement, part-search, research);
- -by the competency-purpose appointment (methods of forming general or key competences; the formation of lingual, verbal, communicative competence);
- by the substantive direction (cognitive (theoretical), practice, verbal, communicational, cognitive-linguistic (work with text), informational, creative, axiological);
- by the thematic content (teaching phonetics, lexicology and phraseology, word structure and word formation, grammar, language development etc.);
- depending on personal needs (cognitive, active and communicative, emotional, creative);

- depending on the character of teaching tasks or stages of learning (mastering of new knowledge, consolidate of knowledge, developing abilities and skills, test methods and evaluation of knowledge) [4, c. 13–14].

In our study we will use the classification by the way of interaction between teacher and students, developed by Belyaev O., Melnychayko V., Pentylyuk M., Peredriy A., Rozhylo L. (conversation, work with textbook, problem teaching, observation of language, linguistic experiment, exercises) [8, c. 110], analysis of which found a deep elucidation in scientists`s exploration and led to the development of its own system of theoretical and methodological training of the future Ukrainian language teachers.

We support T. Donchenko opinion. She says that without touching the positive aspects and drawbacks of existing linguodidactic`s methods classifications, all of them are entitled to functioning because they consider the ways of teaching and learning process in general from different sides. Diversity of content and learning objectives makes the tasks during the organization of work on the lesson including the source of knowledge, character and student`s activity. Scientist emphasize the rational using, combination but not the preference depending on their subject and educational goals and educational content [3, c. 4].

So, the main task in the process of preparing future teachers of the Ukrainian language is to choose a correct method of teaching considering these factors: the specificity of the discipline, its theoretical and practical direction; topic`s features and the amount of material students need to learn; the amount o time for learning; the availability of information technology and the possibility of their implementation in the educational process; age and psychological characteristics of students.

In the system of theoretical and methodological training of future Ukrainian language teachers a special place occupies conversation method, which is generated to check the knowledge of students using the system of questions, the creating of problematic situation etc.

V. Lozova offers using conversations based on didactic purpose:

- *introductory* conversation (conducted as preparation of oratorical classes, excursions to learning a new material);
- *informational* (based on observations, that are organized by teacher in class using visual aids, notes on board, tables, pictures and on the material of literary works, documents);
- *backing* conversation;
- *control* conversation.

By the character of student`s activity:

- *heuristic* (directs students to the formation of new concepts, opinions, conclusions, rules);
- *catechism* (reproduction of answers, that require the training of memory).

By the form of carrying out:

- *frontal*,
- *individual*,
- *group* [5, c. 147].

Because a larger part of adoption educational information crouch on the organization and checking the quality of separate task fulfillment of the future teacher of Ukrainian language, the important place is given to the method of work with the textbook, which is one of the ways of implementation developmental education, teaches to understand and analyze read material, to find the most significant in the material, to define and organize new material, to find answers to questions and give convincing arguments. In high school students improve the study skills to work out reference sources (educational, training manuals and guidelines, special journals, monographs, they work with the dictionary entry) [7, c. 39].

The result of this work future teacher of Ukrainian language is summarizing additional literature, which is necessary for learning, writing theses and in the future – scientific articles.

The main task of high school nowadays is aimed not only at learning education applicants, but also at enhance their intellectual search activity, which realized in creating and solving problem situations, formulating own opinions and their

arguments. So, it is about validity of consideration problem-based learning method, the main purpose of which is to activate the student, to encourage him to new and unexplored knowledge and as a result to develop his potentialities and abilities.

The question of introducing elements of problem-based learning in teaching is considering from different perspectives: as a principle of didactics (Kudryavtsev T., Kalmykov S.); as a method of training (Ocon V., Brushlynskyy A.); as a type of education (Aleksyuk A.), as psycho-educational system (Maximov A); as a special learning approach (Skatkin A). We are impressed with the thought of M. Pentylyuk, who notes that «it is worth to descry theoretical and practical aspects: in a science problem teaching is the theory and in practice – the system of psycho-pedagogical methods of effective learning and knowledge formation of creative personality. In view of the given problem education must be consider as a system of psychological and pedagogical methods, forms and means of developing education that helps students active to mastery new knowledge and ways of actions» [8, c. 142].

Therefore, a problem teaching called to control cognitive student activity; to instruct future teachers of the Ukrainian language to see the problem and to find effective and efficient ways to solve it; encourages to put forward hypotheses, to search them, to experiment, and to confirm or refute the claims further.

The basis of the problem-based learning, as scientists note, form following concepts: problem question, problem task, problem situation. Problem question point to the essence of the original problem (how do YOU think?) and aimed at finding unknown knowledge (ways of activity). In its base is hidden contradiction that requires getting different answers. Problematic tasks are designed to solve non-standard learning objectives (how will you solve this problem? which way will you choose?), during which students singly get new knowledge (usually problematic tasks consist of problems and exercise, experiment, schemes, tables etc.). Problem situation is the situation in which students find answer on unknown concept, phenomenon or ways of action. It comes up during insufficient of awareness knowledge for achieving the goals [9, c. 179].

Hence, problem teaching occupies one of the important places in the system of methods that form the basis of theoretical and methodological training of future teachers of Ukrainian language, whereas:

- awakens the students' interest to acquisition of new knowledge through the search of realness and the merely correct way of its finding out;
- encourages to the processing of a large quantity of sources;
- generates the desire to solve the contradiction between knowledge and ignorance.

One of the active methods of gaining knowledge that is effectively used in the mastering of normative disciplines of linguistic cycle, is pointing out the observatlinguistic phenomenon and facts, aimed at understanding and learning of language information. O. Belyaev emphasizes that «the result of systematic, different observations on language uniformity is removed in the teacher's work, penchant for filing language material that dulls interest to the study of the object. Observations loads and trains memory, opens space for mental activities» [1, c. 2]. It can be realized at different language levels: phonetical, lexical, grammatical and stylistical and consist in discovering in a text the linguistic phenomena, their selection, confronting and comparison (word forms, types of phrases, sentences structure etc.).

In the system of observation method and analysis of linguistic phenomena important part, as M. Pentylyuk notes, is a *linguistic experiment* that «justifies itself in dealing with syntax and stylistic» [8, c. 116].

We suppose that this type of task activates mental and search student's activity, teaches to see specific language features of all styles of Ukrainian that describe some linguistic phenomenon, and singly to choose them.

For the forming of professional competence are responsible exercises which implementation is an understanding of the educational material, its interpretation and control. Selection exercises must match to certain methodological requirements: provide full checking of the formation level of competencies that stipulated by the amount of regulatory discipline; to accord with the principles of continuity and prospects; to consider psychological factors of youth; to accompanied by visual aids

etc. Doing exercises implies the following conditions: define the purpose of the exercise and the results that are desirable to achieve; follow the algorithm execution tasks, to inspect and control everytime; to appreciate the individual characteristics of students in the group; to prevent errors and control; obligatory analysis of exercise [6, с. 174].

The exercises are intended to form the permanent skills at all language levels, to prevent mistakes in student`s understanding of specific linguistic phenomenon and to control their new knowledge and develop communicative competence of the future teacher of Ukrainian language.

So, traditional teaching methods (conversation, work with textbook, problem teaching, observation of language, linguistic experiment, exercises) occupies one of the most important place in the theoretical and methodological training of future teachers of Ukrainian language. As research has shown, their choice depends on many factors: the content of the study discipline, the level of group preparedness, psychological and educational factors, the availability of training facilities, including innovative etc.

In perspective we perceive the development of innovative methods in education of future Ukrainian language teachers.

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