

УДК 811:159.946.3:378.147.001.85(477)

**Lada LICHMAN**

Kyiv

lichman1967@mail.ru

## GUIDANCE MANUAL FOR THE PRACTICE OF BUILDING FOREIGN LINGUISTIC COMPETENCE IN THE HIGHER SCHOOL OF UKRAINE: TEXTBOOKS, MANUALS, PROGRAMS

*The paper focuses on the problem of guidance and methodological support of students' foreign linguistic competence development process in Ukraine. It deals with the history of building up the holdings of textbooks, manuals, dictionaries and other learning materials from the early 1990's to the present day. The prospects for improving the training package with regard to its compliance with a competency-based approach are emerged.*

*Key words: competency-based approach, language education, foreign linguistic competence, textbook, manual, program.*

The instructional material, as well as all the components of foreign language training (goals, technologies, methods, techniques, tools, evaluation system etc.), is an integrated part of the overall strategy for building linguistic competence as a structural element of a global and absolute phenomenon – human competence.

Therefore, the importance of being developed for teaching and guiding domain is primarily determined by the need of the full development of students' personal potential by improving language skills level. Theoretically, all the textbooks, manuals, guidelines and programs, if they really meet the interests of civil society and the personality, should include the advanced didactic potential for developing foreign language skills and meet the trends of the information community.

Linguistic competence, in its anthropological, existential and economic determination, is conditioned, above all, by the requirements and interests of the social system and the individual. The continual transformation of the social system changes the ideas of the concept of competence. This means that teaching and methodological tools get out of date and change all the time, as confirmed by the analysis of the process of the component modernization within 1991 – the early 21st century, i.e. the period of Ukrainian higher education intense readjustment.

The subject under inquiry was accentuated by V. Bepal'ko, I. Bim, N. Borisko, M. Burda, M. Gadaychuk, O. Huz', O. Kolominova, A. Kondakov, I. Lerner, V. Red'ko, M. Skatkina, N. Sklyarenko, V. Plakhotnik, O. Tarnopolsky and others. The authors focused on the theory of a foreign language textbook, in particular as for teaching vocation-related subjects in a foreign language, the theory of a textbook for the learners of the second foreign language; they analyzed the matters concerning the

simultaneous use of the Soviet, national and Western European / American textbooks; some of them actualized the need for the intensive implementation of electronic educational resources.

However, the inadequate attention was paid to the history of the development and modification of the Ukrainian educational package in the language education of the late 20th – early 21st century.

Therefore, the **goal** of the research is to define some aspects of the educational and methodical framework transformation in the Ukrainian higher school language education.

Considering the educational resource to be an integrated element, one should primarily designate its place in the structure of the complex. In our view, the educational and methodical domain content is comprised of:

- regulatory affairs (on a large scale these are documents pertaining to the state language policy, the orders and guidelines of the Ministry of Education and Science of Ukraine, as well as the ones of the higher education institutions);
- textbooks and manuals;
- methodological guidelines, study guides, series of lectures;
- original programs;
- electronic textbooks, audio and video materials, presentations, educational technology.

At the same time, we should define the concept of a textbooks and a manual. Among the numerous definitions the variant proposed by T. Turkot should be laid special emphasis on:

«A textbook is a book, which describes the system of knowledge in a particular educational subject up to cutting edge science in line with learning goals designated by the curriculum and certain psychological and pedagogical requirements. It

must be consistent with the current scientific and practical horizon, accessibly-written, in a beautiful literary language accompanied with clearly-worded definitions, rules, laws, ideas, if proved necessary it should include illustrations, diagrams, drawings. The artistic and aesthetic design of a textbook is of vital importance.

A manual is a book, which material covers the issue parts of the curriculum, extends the frontiers of a textbook, contains additional, the latest and background information» [12, 165–166].

A textbook, which was the main instructional framework component between two ages, should be ranged according to three types:

- Soviet-era textbooks, which were edited and re-edited during the latter half of the twentieth century;
- textbooks, which have been edited by Ukrainian scientists, educators since 1991;
- textbooks, student's books, teacher's books, written by foreign authors.

The significance of the theory and practice of creating a textbook is that it is the exclusive, primary and effective means for building required competencies in students: «In terms of a competency-based approach – as S. Trubacheva puts it – a textbook, as a teaching tool, performs the following functions: awareness-raising, research, practical, self-education, the functions focus primarily on promoting and developing the fundamental subject and common subject competences of students» [11, 55].

In the late 1980's – 1990's, in the era of pivotal socio-economic and geopolitical shifts and the early post-Soviet and Western world rapprochement, the problem of intensive learning foreign languages was extremely important. It was a communicative-based, intensive foreign language training / retraining that was of particular pragmatic interest; there emerged a necessity of learning a foreign language in order to establish interpersonal and professional interaction. However, as noted by N. Borisko [1, 41–43], the effective enforcement of intensive methods for learning foreign languages in the 1990's was encumbered by two key factors: the absence of any theory of a textbook / teaching materials and, consequently, the teaching materials as such for all the educational institutions.

At the beginning of this century, there was carried out a considerable work on the theoretical design of these concepts. In particular, it was represented that the educational package of a discipline (EPD) «is a document determining the scope of knowledge which should be mastered by a student in accordance with the requirements of edu-

cational qualification characteristics of a future professional, representing the general methodology of teaching, describing the methodological support, students knowledge evaluation components and mechanism. It is developed over 3–5 years or changed as a result of changes in the educational and vocational training programs and the other educational standards» [12, 162–163].

To conquer these fundamental difficulties, the researcher suggested, first of all, that one should focus on creating a book for a teacher, which should contain such parts as 1) guidelines for intensive training (in fact – the learning process technology); 2) the educational material specification (a) topics, sub-topics, issues; b) the updated vocabulary, grammar and phonetics; c) subject revision, d) receptive and productive texts, d) the range of technical and speech patterns) ; 3) guidelines for teaching methodology and assessment procedure [1, 42–43].

The educational literature mainly used in the 1990's is noted to be published in the Soviet period and to fail to meet the requirements and demands of foreign language teachers. Therefore, the attempts to create national guidance manuals on a par with foreign textbooks were intensified. At the same time, as noted by O. Tarnopol'sky and S. Kozhushko [10, 3], none of the mentioned textbook categories satisfied the modern methodological requirements and could take the full advantage and technology of a communicative approach, because, firstly, the designated use of the Soviet and Ukrainian textbooks was to develop linguistic knowledge, but not speech activity, and, secondly, the foreign educational literature, being mainly business-oriented, made no reckoning of the national mentality and the lack of background knowledge in the Ukrainian students.

Here, it should be emphasized that the concept of a communicative approach, communicative exercises, counterpoising language knowledge in opposition to its active use are complicated, polemical to a large extent, which is paid attention of V. Plakhotnik in the article «Can exercises be communicative?»: «...communicative exercises are the result of fuzziness in definitions. In pedagogical sciences, it is often the case that someone, somewhere, sometime incorrectly called a phenomenon. Other people liked that nomination, and the overwhelming majority of those «someone» uses the term, without elaborating on the content» [9, 3].

However, as rightly believes V. Moshkov, one has to hand it to those teachers, «who in the early 80's began creating national textbooks in foreign languages. Despite rather hard times, the national

textbooks were finalized for publication. This process has not been finished yet, because even more difficult 1990's took the place of those years. It's quite an interesting historic period for our branch, to describe and analyze it remain ahead» [8, 7].

Indeed, analyzing the textbooks created in the second half of the 20th century we should take note of their high quality scientific and methodological level. Suffice it to refer to the textbook «Practical Course of English» for students of pedagogical institutes, specialty «Foreign Language» edited by professor V. Arakin, published in 1985. The publisher said in the preface that the goal of the book writing was to develop automatic oral and written skills, improve reading techniques, increase vocabulary and to deepen knowledge of grammar. The textbook structure consisted of several courses: a) a corrective course; b) a principal course; c) exercises on intonation; g) grammatical exercises.

In the early 1990's among foreign textbooks C. E. Eckersley's «Essential English for Foreign Students», written in English, was a more accessible textbook, designed for intended foreign language teachers. Though the topics of the textbook was somewhat outdated (it was originally published in 1955), but methodologically it worked for foreign language training. The textbook included lessons, segmented as follows: an instructional text – exercises in pronunciation, vocabulary and grammar – writing and speaking exercises.

Except that the textbooks of 90's did not fully meet the educational requirements in their content-targeted scope, some other issues relative to the whole complex of educational materials were currently central:

- as the library holdings dated and the educational literature was written off there occurred severe deficiencies in the textbooks, dictionaries, guidance manuals. Thus, according to archive materials [2], the meeting of the Foreign Languages Department of Zaporizhzhia State Technical University dated 27.10.1999 stated critically few copies of «German for Beginners» for economic specialties. That very year ZSTU had very few English textbooks for students majoring in Management and German textbooks for students specialized in Aircraft Engines and Electrical Appliances. The lack of guidance manuals and methodological guidelines for off-campus students was pointed out [3];
- the new literature was acquired in a small number of copies, so the teachers had their own efforts to copy [4];
- the teachers, who did their international internship, distributed foreign educational

materials used in a particular overseas high school [5]. Although this practice was immethodical and disorganized, but in the early 1990's it proved itself to some extent, as it implemented some elements of the European and American best practices in teaching foreign languages;

- the department-wide efforts to create teaching materials combined with foreign experts were under way. For example, in 1993–1994 the Department of English Language of Zaporizhzhia State University planned to create teaching materials combined with the colleagues from Colchester Training Centre (Great Britain) [6];
- along with the textbook written by professor V. Arakin, very popular in 1980's – the early 90's, there were used textbooks and manuals for teaching / learning English as a foreign language made in the United Kingdom and the United States [7];
- there were severe deficiencies in both printed material and audio- and visual aids;
- the deficiency in the number of Ukrainian-English/German/French/Spanish dictionaries was observed;
- there was manifested the content/ thematic discrepancy as well as obsolescence of manuals edited before 1990.

Meanwhile, in the last decade of the 20th century there emerged many positive trends which have already taken on great importance in the 21st century. So analyzing the investigations addressing the textbooks, teaching materials, archival documents, dissertations of 1990's shows a number of positive trends in the foreign language training of the Ukrainian higher school:

- there enlarged learning and teaching aids selection;
- there broadened the foreign language departments' mandate on designing the teaching profession package (the syllabus refinement, scheduling, number of hours, supplementary / option courses etc.);
- there intensified the publishing activities of staff members due to their cooperation with the university printing-offices;
- there were adopted creating and using electronic manuals and dictionaries.

Along with the objective difficulties and undeniable achievements to look for a foreign language textbook optimal model there had been obtained some striking results in the publishing activity by 2000 [8, 7]: during the years of independence in Ukraine there were made more than 150 titles of

foreign language study materials, among them over 100 training materials were in English.

In the new century, the pace of publishing foreign language educational materials has accelerated. The teachers and educators of each region, saturated with a large number of universities, publish more and more language educational materials. It goes without saying such intense activities on creating and publishing study materials were promoted and partly regulated by the Ministry of Education and Science of Ukraine. As noted by V. Moshkov [8, 7], one of the expert officers of the Ministry, the department actively participated in revising and upgrading the subject committee of the Scientific Methodological Board, making the electronic data bank of the published scientific study books, developing a new order for submission whereas it is necessary to review and classify the textbooks, manuals etc. Beyond that the Implementation Program of Association Agreement to facilitate Ukraine's European integration, taking into consideration the Ministry of Education and Science of Ukraine experts' standpoints, has defined the revision of the current programs and the implementation of the new ones, the arrangement of conditions for creating textbooks and manuals by Ukraine and EU's teamwork to be priority for all kinds of higher educational institutions [8, 7].

The trend to the verified use of educational materials has appeared over recent decades of the 21st century, that is consistent with the concept of a competency-based strategy of building foreign linguistic competence; in their actual practice the higher school teachers use both national or foreign electronic textbooks and manuals and the well-behaved study books of 1970' – 80's.

In our view, the language education productive development is associated with the synthesis of educational complexes, different in the scientific and theoretical and methodological potential: the amalgamation of a variety of educational para-

digms and the formation of a polyparadigm sphere can introduce a whole new learning strategy, relevant to the conceptual scope of the competence-oriented teaching / learning strategy. After all, the educational competency-based model is simulated with a field-specific segmented social superstructure, as each of its elements design the structure and content of the appropriate competence. In this sense, a polyparadigm model is the best option against the background of competency-based propedeutics.

Going forward one should regulate and classify the guidance and methodological manual, subject to the specific type of linguistic competence.

### References

1. Бориско Н. Ф. Концепция учебника в интенсивном курсе обучения иностранным языкам / Н. Ф. Бориско // *Іноземні мови.* – 1995. – № 2. – С. 41–43.
2. Государственный архив Запорожской области – ф. 928, оп. 18, д. 984, л. 10.
3. Государственный архив Запорожской области – ф. 928, оп. 18, д. 900, л. 3.
4. Государственный архив Запорожской области – ф. 928, оп. 18, д. 984, л. 14.
5. Государственный архив Запорожской области – ф. 2054, оп. 9, д. 546, л. 4–7.
6. Государственный архив Запорожской области – ф. 2054, оп. 9, д. 673, л. 3–10.
7. Государственный архив Запорожской области – ф. 2054, оп. 9, д. 673, л. 13.
8. Мошков В. Навчання іноземних мов: деякі підсумки та перспективи. / В. Мошков // *Іноземні мови.* – 2000. – №1. – С. 6 – 8.
9. Плахотник В. М. Чи можуть вправи бути комунікативними / В. М. Плахотник // *Іноземні мови.* – 2009. – № 3. – С. 3–6.
10. Тарнопольський О. Б., Кожушко С. П. Концепція підручника для навчання ділової англійської мови / О. Б. Тарнопольський, С. П. Кожушко // *Іноземні мови.* – 2002. – № 1. – С. 3–7.
11. Трубочева С. Е. Умови реалізації компетентнісного підходу в навчальному процесі / С. Е. Трубочева // *Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи: Бібліотека з освітньої політики / Під заг. ред. О. В. Овчарук.* – К.: «К.І.С.», 2004. – 112 с.
12. Туркот Т. І. Педагогіка вищої школи: навч. посібник: реком. МОН України для студентів магістратури вищих навчальних закладів непедагогічного профілю / Т. І. Туркот. – Херсон, 2011. – 608 с.

**Лада ЛІЧМАН**

м. Київ

### **НАВЧАЛЬНО-МЕТОДИЧНЕ ЗАБЕЗПЕЧЕННЯ ПРАКТИКИ ФОРМУВАННЯ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ В ВНЗ УКРАЇНИ: ПІДРУЧНИКИ, ПОСІБНИКИ, ПРОГРАМИ**

*У статті розглядається проблема навчально-методичного забезпечення процесу розвитку іношомовної компетентності студентів в Україні. Досліджується історія формування фонду підручників, посібників, словників та інших навчальних матеріалів в період з початку 90-х років минулого століття по теперішній час. Намічаються перспективи вдосконалення навчально-методичного комплексу з точки зору його відповідності до компетентнісного підходу.*

*Ключові слова: компетентнісний підхід, лінгводидактика, іношомовна компетентність, підручник, посібник, програма.*

**Лада ЛИЧМАН**

г. Киев

### **УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ПРАКТИКИ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ КОМПЕТЕНТНОСТИ В ВУЗАХ УКРАИНЫ: УЧЕБНИКИ, ПОСОБИЯ, ПРОГРАММЫ**

*В статье рассматривается проблема учебно-методического обеспечения процесса развития иноязычной компетентности студентов в Украине. Исследуется история формирования фонда учебников, пособий, словарей и других учебных материалов в период с начала 90-х годов прошлого века по настоящее время. Намечаются перспективы совершенствования учебно-методического комплекса с точки зрения его соответствия компетентностному подходу.*

*Ключевые слова: компетентностный подход, лингводидактика, иноязычная компетентность, учебник, пособие, программа.*

Стаття надійшла до редколегії 30.01.2017

УДК 78.078.68:378.015.3

**Роман МИХАЦЬ**

м. Дрогобич

innagek68@mail.ru

### **ПРОСВІТНИЦЬКИЙ ДИСКУРС ПРОФЕСІЙНОГО УКРАЇНСЬКОГО ТЕАТРУ ГАЛИЧИНИ**

*У науковій розвідці висвітлено передумови, які були на шляху до заснування першого українського професійного театру у Східній Галичині та здійснено аналіз діяльності іншомовних театрів у Львові, що дало змогу вести мову про просвітницький дискурс становлення професійного українського театру в Галичині. Окреслено пріоритети заснування першого українського професійного театру в Галичині при товаристві «Руська Бесіда» у народному домі Львова 1861 року. Подається короткий аналіз діяльності німецького та польського театрів у Львові, які існували з часу приєднання Галичини до Австро-Угорської монархії.*

*Ключові слова: театр, п'єса, режисер, актор, сцена.*

Український театр з часу свого існування виконував і виконує дуже важливе національно-патріотичне завдання, що дозволяє вести мову про освітні, просвітницькі тенденції театраль-ного мистецтва в цілому та Галичини зокрема. Театр, як форма зовнішнього вияву мистецьких здібностей народу, в якій різні галузі мистецтва та музики об'єднуються для викликання спільного ефекту, виявляє в Україні за час свого майже 400-річного існування характеристичні риси, що запевнюють йому окреме місце в межах європейської культури: «український народ мав у ньому дуже сильну, часами єдину зброю в змаганні за свої права на полі мови, звичаїв, взагалі своєї власної культури...» [4, 337]. Однією із характерних рис українського театру є те, що він протягом свого існування був і залишається «народним театром», адже головними дійовими особами в інтермедіях XVII–XVIII століть були селяни або козаки, іншими словами – український народ. Висвітлюючи передумови, які були, на шляху до заснування першого українського професійного театру у Східній Галичині, а саме у Львові та здійснюючи аналіз діяльності іншо-

мовних театрів у Львові, з того часу, відколи Галичина була приєднана до монархії Габсбургів (1772) ми зможемо у нашому дослідженні вести мову про просвітницький дискурс становлення професійного українського театру в Галичині.

Проблема висвітлення просвітницького дискурсу становлення професійного театраль-ного мистецтва Галичини є недостатньо розробленою в наукових розвідках педагогічного спрямування, оскільки вона не була предметом спеціального історико-педагогічного аналізу, і при її вивченні не використовувався системний підхід щодо педагогічного навантаження, а швидше, маємо висвітлення культурологічного аспекту вивчення цієї проблеми. Так, питання заснування українського професійного театру в Галичині висвітлюється у нарисах, статтях С. Чарнецького, І. Мірчука, публікаціях В. Проскуракова та Ю. Ямаша, монографіях З. Лиська, Р. Коломійця та Р. Пилипчука. Однак, доступні нам матеріали дають можливість більш ґрунтовно висвітлити цю проблему з позицій висвітлення просвітницьких тенденцій професійного театраль-ного мистецтва Галичини.