

PECULIARITIES OF PROFESSIONAL TRAINING OF PHILOLOGISTS AT HIGHER EDUCATIONAL ESTABLISHMENTS OF UKRAINE

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The article is dedicated to a present-day higher professional school of Ukraine and problems concerning professional training of philologists at higher educational establishments of Ukraine. The peculiarities of professional training of philologists at higher educational establishments of Ukraine are elicited and analyzed. Possible problem-solving approaches are suggested. In the article the present-day state of the professional training of philologists at higher educational establishments of Ukraine is discussed.

Keywords: professional training, higher educational establishment, process of education, philologists, higher professional school, academic staff, language proficiency.

Introduction. A present-day higher professional school of Ukraine is aimed at satisfying the educational requirements of individuals, access of national science to the international level, renovation of intellectual and spiritual potential of Ukrainian nation and at formation and development of a competent specialist whose professional training corresponds to the international standards [1].

The improvement of effectiveness of professional training of philologists at higher educational establishments of Ukraine is necessary to consider in the broad context of what is happening in the present-day society in whole and in the sphere of education in particular as far as the introduction of the educational reforms is determined by the urgent need for adaptation of the system of higher education to the social and economic demands of a present-day society.

The spread of English as an international language as a consequence of globalization of the world trade and integration of Ukrainian higher education into the European Higher Education Area (EAEA) makes the further modernization of the system of higher education actual and raises the requirements for the quality of professional training of philologists.

Although professional philological activity has centuries-long history and nowadays the professional training of philologists is conducted at numerous linguistic and nonlinguistic educational establishments of III-IV level of accreditation, there are still many problems concerning their professional training of philologists at various universities of Ukraine. Thus, the **main aim** of the following article is to elicit and analyze the peculiarities of professional training of philologists at higher educational establishments of Ukraine that undermine the effectiveness of the process of education and to suggest possible problem-solving approaches. In order to achieve the main aim it is necessary to do the following tasks:

- to analyze the state of the investigated problem using theoretical analysis of scientific literature;
- to draw out the peculiarities of professional training of philologists and ground the choice of possible problem-solving approaches to develop a competent specialist whose professional training corresponds to the international standards.

Presentation of basic material of research. All higher educational establishments have favorable conditions for providing professional training of philologists in Ukraine but there are several peculiarities that affect the teaching process destructively. The theoretical study of scientific literature allows us to elicit the following peculiarities:

- the lack of or absence of philological occupational guidance;

- the imbalance between the grouping of students and the level of their language proficiency;
- the excessive teaching load of academic staff at universities;
- the low correspondence of material and technical facilities to the up-to-date requirements;
- the inability of most students to gain their knowledge independently.

The first peculiarity lies in the lack of or absence of philological occupational guidance. It means that individual psychological constitutions of students are not taken into account. Yu. Pivvuaieva and E. Dvoynina offer the most general classification of translational activity. These scientists maintain that translators usually perform the following types of translation and interpretation:

- written translation;
- oral simultaneous interpretation;
- oral consecutive interpretation [2].

According to this classification after graduating from universities philologists who specialize in foreign philology and translation can work as written translators, simultaneous and consecutive interpreters. There is a great difference between the translational activity which is done by translators and interpreters and which is not taken into account during the process of education of philologists. The theoretical analysis of actual practice of university lecturers allows us to maintain that most higher educational establishments do not provide their students with diagnostic testing in order to help them understand what type of translational activity is the most suitable for them according to their individual psychological constitutions. L. Dybkova insists that «there are no students with the same level of intellectual and spiritual development, preparation for educational activity, the same level of motivation and the same degree of control» [3].

So providing diagnostic testing is considered advisable in order to group students according to their individual psychological constitutions. This kind of grouping can allow academic staff to get to know their students better and focus on the development of their professionally-oriented knowledge and skills. On the other hand, it can allow students to get better results and to use acquired knowledge and skills in their future professional activity more productively.

The second peculiarity is the imbalance between the grouping of students and the level of their language proficiency. The training process at universities in most cases starts among the students whose level of language proficiency is different. According to Common European Framework of Reference for Languages: Learning, Teaching, Assessment that is

a special guideline used to describe achievements of those who study foreign languages across the world there are six reference levels that are widely accepted as a standard for grading an individual's language proficiency [4]. When enrollees come to universities they are usually tested, their results are recorded and they are divided into groups in accordance with the results of their testing and the abovementioned reference levels. But then although intelligence tests to get to know the students' performance levels are carried out during the training process there is no further grouping of students according to their academic achievements. The absence of further division creates an achievement gap between the students in one academic group which undermines the success level dramatically. The grouping of students according to their success level is considered advisable at the end of each academic year as it can help to improve the effectiveness of professional training. Academic staff will be able to use their time in the classrooms more effectively and not to spend a lot of time to adjust educational material for teaching students with different levels of language proficiency. In groups where there are students with approximately the same level of language proficiency they feel free to ask questions, bring new ideas to various discussions in their classes and do their own research. Such kind of grouping makes students realize that when the teaching material is understandable to the uttermost and they are not afraid to participate in different kinds of activities their training brings better results.

The problem of the assessment of regular teaching is considered to be the third peculiarity. The professional activity of academic staff at higher educational establishments of Ukraine is divided into:

- teaching activity,
- teaching and guiding activity,
- research activity.

It had been topical for a long period of time in Ukraine and a critical need for innovations in this sphere was increasing from year to year.

According to the previous Ukrainian law «On Higher Education» the maximal load intended for regular teaching activity only was 900 hours per academic year which was much higher than the standard teaching load of academic staff in European and American universities [7]. Actually it was hardly possible to assess the total teaching load of academic staff because only hours intended for teaching activity were specified in labor agreements (900 academic hours). Besides every university lecturer, associate professor or senior teacher was supposed to be involved in research, teaching and guiding activities in Ukraine. Also academic staff spent a huge amount of time on growing administrative burden which comprised excessive paperwork and form-filling so called academic bureaucracy, preparations for different types of in-class learning, regular publishing, numerous and various extracurricular activities. All these activities in which the academic staff was involved were not taken into account. In other words the actual load was much higher. It reduced time available for effective teaching activities and considerably affected the quality of education of philologists. In the new law «On Higher Education» all these activities in which the academic staff is involved taken into account and new methods of assessment of regular teaching load of academic staff are introduced [8]. Thus, according to new Ukrainian law «On Higher Education» the maximal load intended for regular teaching activity only is 600 hours per academic year.

New standards orientate academic staff to use different types of modern technical aids during lectures, seminars and practical lessons for improving the effectiveness of professional training although in reality the usage of abovementioned facilities during the whole process of education is difficult to carry into effect. Consequently, the low correspondence of material and technical facilities to the up-to-date requirements is the fourth peculiarity of professional training of philologists.

Material and technical facilities are usually regarded as total of technical aids implemented into the curriculum and assigned for providing professional training of students in accordance with the area of specialization. Present-day technical aids of universities positively influence the process of education of students and are aimed at promotion of interaction, better comprehension and fast learning of educational material. They comprise all the necessary equipment, namely: library stock, lecture-rooms, auditoria, classrooms equipped with multimedia DVD projectors, computers, tape-recorders, video projectors, DVD players, printers, acoustic speakers, interactive whiteboards, etc. All these kinds of teaching aids help academic staff make sure that teaching is interesting and attractive and it helps students concentrate on the given material. Students show real interest when they are able to interact with each other doing different tasks with the help of multimedia software or sound-recording facilities. But it is necessary to mention that the number of technical aids is not sufficient, the free access to the Internet is not available everywhere and all the equipment which is used at universities is not upgraded as often as it is requested.

Possible problem-solving approaches to this peculiarity should be oriented towards the modernization and development of material and technical facilities of universities, namely:

- more lecture rooms equipped with modern multimedia DVD projectors and classrooms with interactive whiteboards;
- free access of students and academic staff to the Internet in order to use scientific and technological information during lectures, seminars, practical lessons and independent work;
- libraries equipped with Internet facilities to provide students and academic staff with free access to the Internet;
- sufficient number of language laboratories equipped with modern devices;
- sufficient number of tape-recorders, computers, sound-recording facilities, multimedia software, etc.

According to the «National strategy of development of education in Ukraine for 2012-2021» one of the priority-driven directions of the modernization of higher education is the development of skills of self-education among students that can be done with the help of introduction of independent work in the process of education [6]. At higher educational establishments of Ukraine time which is provided for independent work of students is not less than 1/3 and not more than 2/3 of the total amount of academic hours assigned for a definite discipline. The Law of Ukraine «About the higher education» defines the independent work of students as one of the main forms of the process of education at higher educational establishments [7]. Independent work is regarded as cognitive activity of students that is carefully planned and organized by academic staff of the university during which students get to know how to find definite information, how to orientate in the information flow

and use gained knowledge in the future professional activity. The main aim of organization of students' independent work at universities is to teach them to achieve a definite result [5].

The content of students' independent work is usually determined by the course curriculum and methodological recommendations assigned for this course. As a rule it comprises the following types of activity:

- search for additional information;
- work on writing of term-papers, reports, essays, translations, compositions, etc. ;
- work on various projects and tests;
- search for additional information on a definite topic and successive work on it in order to be prepared for seminars;
- systematization of gained knowledge before examinations or pass-fail exams, etc.

Unfortunately, the analysis of pedagogical literature allows us to maintain that first of all, most students are unable to gain their knowledge independently. Thus, the fifth peculiarity lies in the inability of students to gain their knowledge independently.

The inability of students to gain the knowledge independently can be explained by their inability to plan and organize this kind of activity. In the second place, students lack either materials or technical equipment necessary for doing it. And thirdly they often lack time because of their own inability to plan and organize their study independently.

In order to be successful students' independent work should be provided with all materials necessary for studying a definite discipline or topic, namely: course-books, workbooks, lecture notes, methodolog-

ical recommendations, scientific literature, etc. Also academic staff should give their students clear instructions and thoroughly control the fulfillment of given tasks in order to teach them work independently.

Also the introduction of independent work into the professional training of philologists should be carried out on the basis of the definite didactic principles of availability, personalization of training, professional orientation, authenticity of training and developmental training.

Conclusions. Thus, in the process of research the peculiarities of professional training of philologists at universities of Ukraine that undermine the effectiveness of the process of education are elicited and analyzed: the lack of or absence of philological occupational guidance, the imbalance between the grouping of students and the level of their language proficiency, the excessive teaching load of academic staff at universities, the low correspondence of material and technical facilities to the up-to-date requirements and the inability of most students to gain their knowledge independently. Possible problem-solving approaches that improve the quality of professional training of philologists are grounded.

Prospects of further research. However, the undertaken study is not at the end of all aspects of a problem of improvement of effectiveness of professional training of philologists at higher educational establishments of Ukraine. Challenging directions of further scientific research can be as follows: the role of independent extracurricular activities in the process of professional training of philologists at Ukrainian universities of III-IV level of accreditation.

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ОСОБЛИВОСТІ ФАХОВОЇ ПІДГОТОВКИ ФІЛОЛОГІВ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ УКРАЇНИ

Анотація

Стаття присвячена сучасній вищій професійній школі та проблемам, які стосуються процесу фахової підготовки філологів у вищих навчальних закладах України. Особливості фахової підготовки філологів у вищих навчальних закладах України виявлені та проаналізовані. Запропоновані можливі підходи для вирішення проблем. У статті обговорюється сучасний стан професійної підготовки філологів у вищих навчальних закладах України.

Ключові слова: фахова підготовка, вищий навчальний заклад, процес навчання, філологи, вища професійна школа, науково-педагогічний персонал, мовна компетентність.

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ОСОБЕННОСТИ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ ФИЛОЛОГОВ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ УКРАИНЫ

Аннотация

Статья посвящена современной высшей профессиональной школе Украины и проблемам, касающимся профессиональной подготовки филологов в высших учебных заведениях Украины. Особенности профессиональной подготовки филологов в высших учебных заведениях Украины выявлены и проанализированы. Вероятные подходы для решения проблем предложены. В статье обсуждается современное состояние профессиональной подготовки филологов в высших учебных заведениях Украины.

Ключевые слова: профессиональная подготовка, высшее учебное заведение, процесс обучения, филологи, высшая профессиональная школа, научно-педагогический персонал, языковая компетентность.

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ФОРМУВАННЯ САМООСВІТНЬОЇ КОМПЕТЕНТНОСТІ В УЧНІВ ПРОФІЛЬНОЇ ШКОЛИ ПІД ЧАС ВИВЧЕННЯ СИНТАКСИСУ

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У статті висвітлюються особливості процесу формування самоосвітньої компетентності в учнів профільної школи під час вивчення синтаксису. Здійснено аналіз самоосвітньої діяльності як засобу формування самоосвітньої компетентності – здатності й готовності до самостійного виконання завдань на основі узагальнення знань з синтаксису в старшій школі. Подано методичний коментар для формування самоосвітньої компетентності в умовах модернізації освіти крізь призму системного, особистісно-орієнтованого, компетентісного підходів. Методичні аспекти проілюстровано різнорівневими завданнями і вправами.

Ключові слова: самоосвіта, самоосвітня компетентність, профільна школа, синтаксис, компетентісний підхід.

Постановка проблеми. Перехід до інформаційно-технічного розвитку сучасного суспільства й становлення нової освітньої парадигми, яка характеризується перерозподілом акцентів з освітньої діяльності на самоосвітню акцентує увагу на необхідності набуття старшокласниками навичок самостійної практичної, дослідницько-пошукової діяльності, розвитку інтелектуальних можливостей, прагненні до самопізнання, саморозвитку, самоорганізації.

Головне завдання, що стоїть перед школою і кожним педагогом, – не тільки дати учневі належну і якісну освіту, а й навчити самостійно здобувати знання. Адже тільки ті знання, до яких учень прийшов через власний досвід, думку і діяльність, стають дійсно міцним його надбанням.

Сучасний учень повинен володіти такими якостями як активність, мобільність, вмінням планувати й організувати свою діяльність самостійно, з власної ініціативи, адекватно оцінювати якісний рівень результатів діяльності, визначати освітню траєкторію для досягнення соціально й особистісно важливих цілей. Для цього самоосвітню компетентність необхідно розуміти як сукупність взаємопов'язаних якостей особистості, необхідних для безперервного вдосконалення самостійної навчальної діяльності.

Аналіз останніх досліджень і публікацій. Ідея самоосвітньої спрямованості процесу навчання є провідною в роботах українських та російських педагогів: В. Онищука, І. Підласого, В. Шаталова,

М. Гузика, С. Лисенкової, А. Громцевої, В. Вершиніна та ін. Проблеми активізації пізнавальної та самоосвітньої діяльності учнів розглядають у своїх працях дидактик М. Данилов, І. Лернер, М. Скаткін та інші.

Теоретичні засади навчання синтаксису розроблені такими вченими як: С. Бевзенко, О. Біляєв, В. Горяний, Н. Іваницька, К. Плиско, Р. Христіанінова та ін. Розробляються нестандартні підходи до вивчення синтаксису в профільних школах (О. Глазова, О. Горошкіна, С. Караман, О. Караман, Ю. Кузнецов).

Виділення не вирішених раніше частин загальної проблеми. Проблема формування самоосвітньої компетентності учнів старших класів профільної школи нині зумовлена протиріччями між потребами суспільства в освічених, грамотних спеціалістах і можливостями екстенсивного шляху розвитку освіти (збільшення кількості предметів, навчального навантаження, термінів навчання). Отже, сьогодні виникає необхідність в переосмисленні понять «самоосвіта» і «самоосвітня діяльність» в руслі компетентісного підходу, тому актуальним стає коригування сучасного шкільного освітнього процесу з метою розвитку самоосвітньої компетентності.

Мета статті. Метою статті є висвітлення особливостей формування самоосвітньої компетентності в учнів профільної школи під час вивчення синтаксису.

Виклад основного матеріалу. Організація самоосвіти, яка взаємодоповнює навчальний процес в