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PSYCHOLOGICAL FOUNDATIONS OF THE COMPETENCE-ORIENTED METHODOLOGY OF TEACHING UKRAINIAN LANGUAGE

The article outlines the psychological principles of developing a competence-oriented methodology of teaching Ukrainian language. On the basis of the cognitive psychology works analysis the following aspects of high school students' language education were identified: the need to activate positive motives for the qualitative acquisition of knowledge; the need to develop learning strategies aimed at systematizing the acquired knowledge, acquired skills and competences; systematic development of students' speech and thinking; enrichment of their vocabulary; improvement of the skills of all kinds of speech activity: listening, speaking, reading, writing.

Keywords: psychological basics, competence-oriented methodology, development of high school students, language teaching for high school students.

Formulation of the problem in general form and its connection with important scientific and practical tasks. The competence paradigm of the contemporary education determines not just the acquisition of knowledge and skills by learners but also the formation of their personality traits, attitudes and priorities. The harmonious combination of knowledge with the individual characteristics of a person is the bottom line of the educational process. This implies that the educational forms, methods, tools and facilities should address the interests, aptitudes, needs and necessities of an individual to the fullest extent possible.

Analysis of recent research and publications on the issue. In linguodidactics, a significant amount of research focused on various aspects of the implementation of the competence-oriented approach and the development of author's methods for forming a particular competence is accomplished (V. Alexandrova, T. Hrubá, T. Hulchuk, V. Zinchenko, O. Karaman, S. Karaman, T. Kushnir, L. Mamchur, N. Perkhailo et al.). However, the issue of the comprehensive formation of subject and key competences in learners at Ukrainian lessons is still relevant. The review of scholarly works revealed that the formation of particular competences got considerable attention. Ways and procedures for forming the communicative competence are established in the works by L. Mamchur, the sociocultural ones are analysed in the studies by V. Alexandrova, M. Nishchenko et al. and the text-forming competence are considered in the publications by O. Bozhko, N. Perkhailo

et al. This gives ground to argue for the segmental nature of the investigation. Furthermore, despite a considerable number of scholarly papers and extensive discussion on the issue, there is a lack of research on the psychological foundations for developing a competence-oriented methodology for teaching Ukrainian.

Formulating the goals of the article. The purpose of the article is to outline the psychological foundations for the development of the competence-oriented methodology of teaching Ukrainian language.

Presenting main material. We support L. Pomytkina's research perspective that "any innovation in the field of education could be successful provided that the pedagogical experience and psychological theory were incorporated. To implement the humanistic aspirations related to the competence-oriented paradigm of school education, it is not just extended period of time that is needed but also thorough consideration of the whole complex of related issues." [1, p 12]

The purpose of employing cognitive psychology developments into Ukrainian language teaching methodology is to define the ways to teach acquisition and memorizing strategies to students, as well as to design the best technique for text selection and task elaboration for each learner. Whilst approaching a student's learning style is not an easy task, it is deemed to be the most productive way of learning [2, p 45].

Therefore, we define the main factors stipulating the significance of cognitive theory in teaching Ukrainian: a) the importance of the pro-active role of a student - the subject of the educational process; b) awareness of individual differences between the learners; and c) preceding knowledge and previous experience. D. Ausubel believes that if it were necessary to reduce the entire pedagogical psychology to one principle, then we could say that the most important criterion is what a student has already acquired. In his opinion, the teacher should determine, above all, what exactly a student knows, and only then could the educational program be outlined [3], i.e. to define the level of the students' readiness to apprehend the learning material. Research in cognitive psychology enables understanding of how to educate every student to make learning work for him or her.

As shown by the review of cognitive psychology research, in the process of learning, learners' cognitive capacity [2], learning modalities and information processing [4], interaction with the class and the teacher [5], interaction with the environment and sensory excellence [6; 7] are crucial.

Therefore, we highlight the most important cognitive parameters to be considered by the teachers while defining the strategies for teaching Ukrainian, selecting illustrative material and exercises. In our opinion, the following parameters could characterize each learner.

1. Intellectual abilities (inherited and acquired): perceptual speed, verbal expression ability, speed and depth of interpretation, type of thinking, memory).

2. Cognitive types:

Reliance on the context. Learners who do not rely on the content can acquire the material effortlessly via compendiums, diagrams, tables and visual representation. They check up the meanings of unknown words in dictionaries. Learners who do rely on the content can acquire the material within the context more effectively. They construe the meanings of words rather from the context, not from dictionaries. Representation of the learning material in tables and diagrams does not enable understanding and acquisition thereof.

Cognitive flexibility, which is manifested in the learners' ability to concentrate on a task, to integrate the new material or readiness to experiment. Learners demonstrating considerable cognitive flexibility enjoy doing creative tasks. They need complicated tasks. Learners with lower levels of cognitive activities should rather acquire the material by reproduction and carry out clearly defined assignments.

Cognitive speed, which determines how long it will take a learner to cope with a particular task. Consideration of this aspect is of core importance for a teacher, inasmuch as time for completing the same task varies between the students.

Concentration.

The ability to generalize.

Cognitive complexity (simplicity): environmental perception, ability to estimate, analyze and predict.

The degree of automation.

3. Cognitive excellence in the process of information gathering:

α) visual;

β) aural;

χ) somatosensory.

Practice shows that learners of higher grades perceive a considerable amount of information aurally (due to teachers' explanations, lectures, radio- and television programs). Furthermore, in higher education, up to 70% of information is obtained through lecture courses. In this regard, there is a necessity to elaborate a system of exercises that would enable the development of learners' aural perception. We assume, in the first place, it is necessary to combine listening and reading, gradually reducing the visual support.

4. Cognitive styles while organizing information:

a) global; b) analytical; c) abstract; d) specific; e) selective; f) coherent; g) reflective; h) impulsive; i) inductive; j) deductive; k) perception by semblance; l) perception by contrast.

It is essential for teachers to be aware of the aforementioned cognitive styles whilst structuring the information to be acquired by the learners. M. Ehrman [2, p. 333-334] emphasizes the importance of consistent or selective, analytical or global processing of information. Tendency toward analysing might result in the situation where a learner progressing in grammar and enjoying it can't speak fluently for being afraid of making a mistake. The situation is reversed in case with learners with a global style of information processing.

5. Sensory excellence (advanced types of memory) when retaining and reproducing information: a) visual; b) auditory; c) written; d) sound reproduction; e) kinesthetic; f) tactile;

6. Hemisphere dominance:

a) left hemisphere (ability to analyze);

b) right hemisphere (ability to synthesize).

7. Motivation for success:

a) internal;

b) external.

A review of professional literature [2;3;4;5;6;7;9;13], exploring student motivational sphere would enable us to establish the psychological foundations of linguistic preparation of high school students:

- the need to intensify the positive motivation facilitating better acquisition of knowledge;
- the need to select learning strategies aiming at systematizing the acquired knowledge and skills;

- systematic development of learners' speech and thinking;

- enrichment of their vocabulary;

- improvement of listening, speaking, reading and writing skills.

8. Level of basic knowledge in the subject: high; sufficient; average; initial.

9. Environmental impact: a) noise; b) light; c) temperature; d) physical comfort; e) the location and layout of a classroom.

Thus, for a teacher to succeed, it is necessary to consider learners' cognitive characteristics, notably, intellectual, organizational abilities, behavior, peculiarities of perceiving native and foreign languages and cultures, the ability to process specific and abstract units and the potential for self-development. Furthermore, the elaboration of a system of tasks that could be used according to characteristics of a learner, the amount of material to be revised and consideration of the best mode of revision requires particular attention. To develop sustainable skills in learners, it is necessary to

enhance the use of language units in exercises similar to those occurring in the natural discourse. The process of enhancement proves to be productive on the assumption the learners demonstrate the high level of cognitive activity and the involvement in self-directed autonomous activities. The solution is to integrate the purposeful activation of the language material taught and the learners' speaking practice as well as making the exercises more creative-and-communicative. Obviously this requires the teacher to put some extra effort to elaborate a lesson and implement the creative approach to the respective syllabus and curriculum and, consequently, to the education content.

Within the context of the competence-oriented approach implementation, the issue of the value system development in students is deemed to be insufficiently researched.

In the philosophical encyclopaedic dictionary, the notion "value" is construed as proper and desirable, opposed to real, actual. The authors emphasize that values belong to mental objects - their source is our desires, interests, feelings and attitudes [9]. Values are the persistent belief that a particular behavior or an ultimate purpose of existence has a potential meaning from a personal perspective, contrary to an opposite way of behavior or an ultimate goal of existence (M. Rokych), some ideas, perspectives by which people satisfy their needs and interests (M. Holovaty). Psychologists (B. Ananiev, O. Bodalov et al.) consider that values are the result of correlation of a man and the world; they express what is happening in the world including all that is able to create a person in the historical process and what is significant to this person [9]. The aforementioned notions imply that "value" is deemed to be a subjective category, because what is valuable to one person is of no importance to another. Consequently, it is rather about the role that a phenomenon, a concept and a category could play in a person's life from the perspective of one's interests, goals and needs.

We favour the opinion of the contemporary Ukrainian scholar I. Bekh: "The development of a humane, independent, responsible personality is directly linked to the system of his or her spiritual values, which are opposed to the utilitarian and pragmatic values. The sphere of spiritual values implies the meaning of life, love, good and evil, etc., that is the meaning of general moral categories" [10, p. 124]. Ukrainian language lessons should aim at forming the spiritual values.

The vector of formation of the learners' spiritual values is determined by the sociocultural baseline of the current program intended to ensure the systemic approach to patriotic, moral and aesthetic education of students, to implement the task of socializing the school youth, to provide a framework for teaching Ukrainian involving the development of all key competences.

The issue of students' speech experience is gradually shifting from the psychology field to the linguodidactic one.

The review of works in psychology proves that the researchers analyse the experience from various aspects: the experience is formed by deep semantic and syntactic universals (N. Chomsky), by a text as a means of structuring the content by the experience (N. Chepelieva), by cognitive schemes (U. Neisser), etc. Valuable for teachers are deemed to be the research works by M. Orap who studies the speech experience, defining it as a systemic formation in the psyche of a subject which is a process and a product of transformation and adjustment of the results of the subject-environment interaction within the framework of the communicative environment [11]. In the context of the general function of the speech experience, notably the speech acquisition of the world, the researcher distinguishes two functions: the intellectual (formation and formulation of a thought with the help of speech means and via speech) and the communicative (implementation of speech interaction) one. It is advisable for a language teacher to enhance both functions in the educational process, engaging the learners in productive speech activities on the regular basis. The teacher's work should be aimed at the comprehensive development of the learners, at the formation of competent speakers, at the provision of sustainable purposeful work assuming the enrichment of the active vocabulary at each lesson, mastering the speech genres, developing the skills of effective communication, gaining experience in tackling everyday problems by means of a language. As a medium of information, the Ukrainian language performs both world-cognition and explanatory

functions, inasmuch as while mastering Ukrainian the learners expand the boundaries of their world outlook, construe their own worldview and attitudes to everything that fills it [12, p. 9].

O. Leontiev's statement would still be relevant: "It is not only school that teaches, it is a part of the educational environment to which the family, communication with age-mates outside school, newspapers, radio, television and many others belong" [13, p. 391]. The present time assumes introduction of adjustments into the definitions of the components of the educational environment, where the dominant position belongs to the Internet which partially substitutes the pupils' communication with the family and their age-mates. This situation could not but have an impact on teaching Ukrainian. It is deemed necessary to draw the latter nearer to the natural discourse, which would enable the learners to feel their responsibility for improving the social linguistic pattern, to promote the development of the respective culture by one's own model speech. Individual characteristics of every single speaker are important for two reasons: firstly, in communicating the individual is constantly contacting with other people who might be influenced positively or negatively; secondly, the speech culture of a society is represented via the individual language practice of all native speakers.

Conclusions and prospects for further research. Thus, this research shows that pupils in the senior grades possess rather elaborated instruments for self-directed and autonomous learning and individual learning strategies. A teacher should integrate them in the work. Teaching Ukrainian should ensure the intellectual development of a learner, the formation of the ability to identify oneself as a concerned representative of the nation, the sense of responsibility for one's own speech act, the ability to adequately respond to societal needs and challenges; the commitment to self-improvement, self-development and self-education, which is an indicator of the formed subject and key competences.

The development of competence-oriented methodology of teaching Ukrainian will be the subject of our further research.

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ПСИХОЛОГИЧЕСКИЕ ОСНОВЫ КОМПЕТЕНТНОСТНО ОРИЕНТИРОВАННОЙ МЕТОДИКИ ОБУЧЕНИЯ УКРАИНСКОМУ ЯЗЫКУ

В статье обозначены психологические основы разработки компетентностно ориентированной методики обучения украинскому языку. На основе анализа работ по когнитивной психологии определены следующие аспекты языковой подготовки старшеклассников: необходимость активизировать положительные мотивы для качественного усвоения знаний; необходимость выработки стратегий обучения, направленных на систематизацию полученных знаний, приобретенных умений и навыков; систематическое развитие речи и мышления учащихся; обогащение их словарного запаса; совершенствование умений всех видов речевой деятельности: аудирование, говорение, чтение, письмо.

Ключевые слова: психологические основы, компетентностно ориентированная методика, развитие старшеклассника, языковая подготовка старшеклассников.

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ПСИХОЛОГІЧНІ ЗАСАДИ КОМПЕТЕНТІСНО ОРІЄНТОВАНОЇ МЕТОДИКИ НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ

У статті окреслено психологічні засади розроблення компетентісно орієнтованої методики навчання української мови. На основі аналізу праць з когнітивної психології визначено такі аспекти мовної підготовки старшокласників: необхідність активізувати позитивні мотиви для якісного засвоєння знань; необхідність вироблення стратегій навчання, спрямованих на систематизацію здобутих знань, набутих умінь і навичок; систематичний розвиток мовлення й мислення учнів; збагачення їхнього словникового запасу; удосконалення умінь всіх видів мовленнєвої діяльності: аудіювання, говоріння, читання, письма.

Акцентовано, що особливої уваги потребує розроблення системи завдань, що можуть використовуватися диференційовано залежно від характеристик кожного учня, обсягу матеріалу, який підлягає повторенню, урахування оптимального для кожного учня режиму повторення. Задля формування стійких умінь і навичок учнів необхідно здійснювати активізацію мовних одиниць у вправах, наближених до природнього спілкування. Процес активізації стає ефективним за умови високої інтелектуальної активності учнів, залучення їх до самостійної діяльності. Вихід вбачаємо в поєднанні процесу цілеспрямованої активізації мовного матеріалу й мовленнєвої практики учнів, надання вправам креативно-мовленнєвої спрямованості, що допоможе учням відчувати свою відповідальність за підвищення культури суспільної мовної практики, сприяти піднесенню цієї культури досконалими зразками власного мовлення. Безумовно, це потребує від учителя додаткових зусиль під час підготовки до уроків, творчого підходу до реалізації вимог чинної програми.

Навчання української мови має забезпечити інтелектуальний розвиток учня, формування здатності ідентифікувати себе як свідомого представника своєї нації, почуття відповідальності за власний мовленнєвий вчинок, уміння адекватно реагувати на суспільні запити й виклики; прагнення до самовдосконалення, саморозвитку й самоосвіти, показником чого є сформованість предметної і ключових компетентностей.

Ключові слова: психологічні засади, компетентісно орієнтована методика, розвиток старшокласника, мовна підготовка старшокласників.