



TRENDS IN UPDATING THE CONTENT OF TRAINING FUTURE TEACHERS OF UKRAINIAN LANGUAGE AND LITERATURE IN HIGHER PEDAGOGICAL EDUCATION INSTITUTIONS

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Abstract

Relevance: Amid the military aggression of the Russian Federation against Ukraine, the teacher plays a crucial sociocultural role as a transmitter of national cultural traditions, professional knowledge, and the values of language, literature, folklore, and history in educational practice. Through their personal and professional example, teachers shape students into Ukrainian-speaking individuals endowed with civic consciousness, a high level of national identity, and Ukrainian self-awareness. In this context, philology teachers must maximize the resources of the "living" word through innovative forms, methods, and tools to influence the spiritual, ethical, and aesthetic development of students. This necessitates updating the content of training future teachers of Ukrainian language and literature in higher pedagogical education institutions in accordance with contemporary demands.

Objective: To outline trends in updating the content of professional training for future teachers of Ukrainian language and literature in higher pedagogical education institutions within the context of educational reform changes.

Methods: Content analysis – examining the content of educational programs and syllabi for training future teachers of Ukrainian language and literature in higher pedagogical education institutions; study of innovative experiences – investigating qualitative educational practices for implementing innovations in the training content of future teachers, considering reform changes in the educational sphere; systematization – identifying trends in updating the training content.

Results: The sociocultural mission of the Ukrainian language and literature teacher is generalized as a transmitter of innovative changes in the linguistic and literary field within basic secondary and specialized schools, based on the Concept of the New Ukrainian School, the State Standard of Basic Secondary Education, and the State Standard of Specialized Secondary Education.

Conclusions: It is established that, in the context of modern educational reforms, the issue of updating the training content for contemporary Ukrainian language and literature teachers becomes critical. Such teachers must possess a high level of professional competencies, be oriented toward research activities, serve as bearers of societal linguistic culture, and define the vectors of axiological and cultural development for both individuals and the state as a whole. Several trends are identified in the professional training content: structuring discipline content based on interdisciplinarity; implementing a competency-based approach; aligning training content with the implementation of changes in the linguistic and literary field in basic secondary and specialized schools, which involves enriching content modules and topics within core pedagogical and methodological disciplines with material reflecting the specifics of teaching Ukrainian language and literature under new state standards. The experience of training future teachers under educational and professional programs (014 Secondary Education: Ukrainian Language and Literature) at bachelor's and master's levels, considering modern educational changes, is presented.

Keywords: *Ukrainian language and literature teacher, professional training, state standard of specialized secondary education, competencies, New Ukrainian School, educational content.*

Introduction. 1 In contemporary conditions, higher pedagogical education in Ukraine bears a significant mission: preserving young people's identificational affiliation with their nation and state, fostering conscious adherence to state laws and moral norms rooted in the Ukrainian people's mentality, preparing a new generation of teachers, instilling in them devotion to their nation, intolerance of moral and physical violence against individuals, and the capacity for self-development and self-realization across various activities. In the context of implementing the Standards and Recommendations for Quality Assurance in the European Higher Education Area (2015), and affirming traditions and innovations in pedagogical education, the issue of enhancing the quality of training future pedagogical specialists in higher education institutions across all educational levels becomes increasingly relevant. Currently, Ukrainian education is undergoing transformative changes in teacher training, driven by the European integration trajectory of higher education in general and pedagogical education in particular, as well as the state's need to provide educational institutions with highly qualified, professionally competent teachers capable of enacting qualitative changes at national, regional, and local levels.

The teacher of Ukrainian language and literature fulfills a distinct sociocultural mission. Through their professional life and exemplary respect for language, culture, history, and art, they shape the values of modern students, who possess a wide range of opportunities and talents yet are influenced by "clip" culture and the excessive digitalization of daily activities—cognitive, recreational, extracurricular, and beyond. Therefore, philology teachers must fully leverage the resources of the "living" word through innovative forms, methods, and tools to impact students' spiritual, ethical, and aesthetic development. As bearers of linguistic experience and transmitters of linguistic traditions, cultural realities, and literary values, philology teachers underscore the urgency of improving the content of their professional training on a competency-based foundation, alongside transformative reforms driven by qualitative shifts in

general secondary and specialized education. These competencies are pivotal for teachers to implement innovations outlined in the Concept of the New Ukrainian School and state standards across primary, basic secondary, and specialized school levels.

Objective: To identify and characterize trends in updating the content of training future teachers of Ukrainian language and literature in higher pedagogical education institutions.

Methods: Analysis of scientific and practical sources – to study the experience of training future teachers under educational and professional programs (014 Secondary Education: Ukrainian Language and Literature) at bachelor's and master's levels; analysis of scientific literature and regulatory documents governing updates to training content – to identify and substantiate the trends outlined in the objective; interpretative method – to generalize the role of Ukrainian language and literature teachers amid war and postwar national recovery.

Sources: Contemporary Ukrainian scholars (N. Mukan, M. Havrylyuk (2024), O. Semenoh, N. Berezhnyi (2024)) have dedicated research to the training of future Ukrainian language and literature teachers. Numerous studies present modern vectors for reforming philological teacher training in higher pedagogical education institutions (R. Dubrovskiy, I. Kominiarska (2022), L. Lukianova, M. Vovk, S. Solomakha, Yu. Hryshchenko (2023), N. Podlevska, A. Dotsenko, O. Stadnichenko (2024), among others). Our own research offers scientific reflections on improving the professional training of future Ukrainian language and literature teachers (M. Vovk (2024a; 2024b)). However, the issue of structuring the content of professional training for these teachers, considering innovations in basic secondary and upper secondary schools and reform changes in the linguistic and literary field within specialized education, requires further generalization.

Results and Discussion. The legislative and normative regulation of training future teachers, particularly Ukrainian language and literature teachers, in Ukraine is shaped by the implementation of key national and European Union documents

(e.g., Ukraine's Laws "On Education," "On Higher Education," "On Ensuring the Functioning of Ukrainian as the State Language," the Concept of Pedagogical Education Development in Ukraine, Standards and Recommendations for Quality Assurance in the European Higher Education Area, Common European Framework of Reference for Languages, the Professional Standard "Teacher of General Secondary Education Institution" (2024), the Professional Standard for the Group of Professions "Higher Education Institution Lecturers" (2021), and provisions on teachers' professional development and certification). Since 2019, higher education standards for philological-pedagogical specialties have been enacted (Higher Education Standard, 2019). These documents establish a competency-based paradigm for teacher training, including Ukrainian language and literature teachers, integrating traditions and innovations. The standards unify key competencies for philology teachers, such as "understanding the structure of philological science and its theoretical foundations; the ability to analyze dialectal and social language variations and describe sociolinguistic situations; the ability to use the studied language(s) freely, flexibly, and effectively in oral and written forms across various genre-stylistic variations; the ability to collect, analyze, systematize, and interpret linguistic, literary, and folkloric data, as well as interpret and translate texts (depending on specialization); the ability to proficiently use specialized terminology to address professional tasks; and the ability to conduct linguistic, literary, and specialized philological analyses of texts across styles and genres" (Standards of Higher Education, Ministry of Education and Science of Ukraine). These standards define the vectors for forming and developing professional competencies, necessitating appropriate structuring of training content.

A key trend in structuring professional training content is its alignment with implementing changes in the linguistic and literary field in basic secondary and specialized schools. Ukrainian language and literature teachers serve as transmitters of innovative changes in secondary education institutions, aligning with the reform vectors of basic secondary and specialized education based on the Concept of the New Ukrainian School (2018), the State Standard of Basic Secondary Education

(2020), and the State Standard of Specialized Secondary Education (2024).

In their professional activities and teaching practices, Ukrainian language and literature teachers adhere to current curricula approved by the Ministry of Education and Science of Ukraine (Curricula for Grades 5-9..., 2023). Since the 2022-2023 academic year, reform changes have been implemented in basic secondary schools to ratify the New Ukrainian School Concept starting from Grade 5. Accordingly, teachers must be prepared to introduce these changes into school practice using developed model curricula for linguistic and literary disciplines (Model Curricula for Grades 5-9 of the New Ukrainian School..., 2022).

Currently, upper secondary education is undergoing reform in line with transformative changes based on the New Ukrainian School Concept and the development of the State Standard of Basic Secondary Education. Since 2018, higher pedagogical education institutions have faced the challenge of integrating linguistic and literary field changes per the New Ukrainian School into the educational and professional programs for training future Ukrainian language and literature teachers. This issue has gained further relevance due to the need to prepare future teachers for implementing specialized education in upper grades and the enactment of the State Standard of Specialized Education (2024).

Certain content aspects of specialized-level programs are available for future Ukrainian language and literature teachers to master within pedagogical and methodological disciplines under educational and professional programs at the bachelor's level (e.g., Mykhailo Drahomanov Ukrainian State University, Sumy State Pedagogical University named after A.S. Makarenko, Uman State Pedagogical University named after Pavlo Tychyna, among others). Accordingly, studying core disciplines such as "Methods of Teaching Ukrainian Language," "Methods of Teaching Ukrainian Literature," and elective educational components aims to develop subject-methodological and innovative competencies, as well as lifelong learning skills, in future teachers. At Poltava National Pedagogical University named after V.H. Korolenko, future teachers explore the content of model curricula and textbooks for

Ukrainian language studies in basic secondary schools during teaching internships and specialty-specific practical training; at Vasyl Stefanyk Precarpathian National University, this occurs during teaching internships, and so forth. At Uman State Pedagogical University named after Pavlo Tychyna, courses such as "Psychology of Specialized Schools," "Pedagogy of Specialized Schools," "Methods of Teaching Ukrainian Language (Specialized Level)," and "Methods of Teaching Ukrainian Literature (Specialized Level)" are offered (Lukianova, Vovk, Solomakha, & Hryshchenko, 2023).

The trend of interdisciplinarity in training content for future Ukrainian language and literature teachers is a distinctive feature of structuring psychological and pedagogical disciplines. This is evident in the study of cross-cutting themes in the theory and practice of teaching methodologies and technologies relevant to the pedagogical specialty, as well as psychological issues related to material perception by diverse student categories. This ensures the systematic formation of professional competencies by integrating theoretical knowledge and innovations in educational practice across various psycho-pedagogical disciplines. According to S. Sysoieva (2014), an interdisciplinary approach to structuring educational content does not limit knowledge but creates conditions for establishing connections between different sciences, providing necessary and sufficient knowledge for studying a research object while focusing on its subject within a holistic phenomenon. This approach resolves contradictions in the subject-based learning system between fragmented knowledge acquisition and the need for its synthesis and comprehensive practical application in activities and life (p. 6). Modern researchers emphasize that interdisciplinarity is inherent to pedagogical activity, as it fosters the formation of competencies that transcend classical educational paradigms. Interdisciplinarity is актуалізується across several educational segments: educational-methodological, scientific-cognitive, organizational-academic, and cultural-worldview (Slukhenska, Biryuk, & Nazymok, 2024). In training future Ukrainian language and literature teachers, psycho-pedagogical disciplines are studied on an interdisciplinary basis, including courses such as information and digital technologies

in pedagogy, pedagogical innovation, pedagogical anthropology, and educational management.

The trend of structuring training content for future Ukrainian language and literature teachers on competency-based principles has gained official recognition in educational practice with the adoption of higher education standards for bachelor's and master's levels in philology teacher training (since 2019). However, over the past two decades, scholarly discourse has devoted significant attention to the theoretical and practical aspects of forming a spectrum of critical competencies for philology teachers. Studies substantiate the theory and practice of developing integrative competencies, reflecting an understanding of the multifaceted nature of professional skills, qualities, and knowledge required of philological specialists. These include linguistic, literary, ethnocultural, folkloristic, research, and linguo-cultural competencies, among others. The findings of scholars and practicing educators have laid the groundwork for identifying the most essential general and professional competencies and defining subject-specific outcomes to be developed through educational and professional programs within specific regional higher pedagogical education institutions. Based on an analysis of educational programs for training future Ukrainian language and literature teachers across 12 higher pedagogical education institutions in various regions (as of 2024), the trend of structuring training content on competency-based principles is reflected in the following features: a focus on forming professional competencies and implementing provisions of documents regulating teacher training quality at state-administrative and local levels; a broad range of teaching methodology disciplines; interdependence between psycho-pedagogical and practical training components; a predominance of psycho-pedagogical disciplines over methodological ones; the development of elective educational components considering future specialization and individual educational trajectories; structuring content based on studying inclusive education issues, psychological support, anti-bullying measures, and more; and a focus on developing teaching skills in synthesis with research, innovation, and leadership competencies.

Conclusions. In the context of modern reform shifts in higher pedagogical education, the

issue of updating the training content for contemporary Ukrainian language and literature teachers becomes pressing. Such teachers must possess a high level of professional competencies, be research-oriented, serve as bearers of societal linguistic culture, and define axiological and cultural development vectors for individuals and the state as a whole. This necessitates shifting priorities in the training content for philological educators, affirming principles of cultural relevance, innovation, and interdisciplinarity in education, implementing strategies for individual educational trajectories in their professional development, and ensuring motivation for lifelong professional and personal growth within formal, non-formal, and informal education settings.

Currently, the professional training content for future Ukrainian language and literature teachers exhibits trends such as structuring discipline content based on interdisciplinarity and implementing a competency-based approach. A significant trend is aligning training content with implementing changes in the linguistic and literary field in basic

secondary and specialized schools, which involves enriching content modules and topics within core pedagogical and methodological disciplines with material on teaching Ukrainian language and literature under new state standards.

Challenges in training future Ukrainian language and literature teachers include the need to update training content considering changes in basic secondary and specialized schools; incorporating technologies, forms, and methods of teaching philological disciplines per basic secondary and specialized school standards; expanding the range of elective disciplines addressing the implementation of model curricula in the linguistic and literary field, utilizing relevant educational-methodological support, and conducting calendar-thematic planning.

Prospects for further research include developing educational-methodological support for teaching methodological and pedagogical disciplines based on changes in the linguistic and literary field in basic secondary and specialized schools.

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ТЕНДЕНЦІ ОНОВЛЕННЯ ЗМІСТУ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ УКРАЇНСЬКОЇ МОВИ І ЛІТЕРАТУРИ У ЗАКЛАДАХ ВИЩОЇ ПЕДАГОГІЧНОЇ ОСВІТИ

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Актуальність: в умовах військової агресії російської федерації проти України особливу соціокультурну роль виконує вчитель, який є ретранслятором традицій національної культури, професійних знань, цінностей мови, літератури, фольклору, історії в освітній практиці, власним життєвим і професійним прикладом формує учня як україномовну особистість, наділену громадянською позицією, високим рівнем національної ідентичності й української самосвідомості; з огляду на це учитель-філолог повинен використовувати максимально ресурси «живого» слова через посередництво інноваційних форм, методів, засобів, щоб впливати на духовний, етико-естетичний розвиток учнів; для цього необхідно забезпечити оновлення змісту підготовки майбутніх учителів української мови і літератури у закладах вищої педагогічної освіти відповідно до вимог часу.

Мета: окреслення тенденцій оновлення змісту професійної підготовки майбутніх учителів української мови і літератури у закладах вищої педагогічної освіти у контексті реформаційних змін у сфері освіти.

Методи: *контент-аналіз* – вивчення змісту освітніх програм, силабусів дисциплін підготовки майбутніх учителів української мови і літератури у закладах вищої педагогічної освіти; *вивчення інноваційного досвіду* – дослідження якісних освітніх практик імплементації інновацій у зміст підготовки майбутніх учителів української мови і літератури з урахуванням реформаційних змін в освітній сфері; *систематизація* – виокремлення тенденцій оновлення змісту підготовки майбутніх учителів української мови і літератури.

Результати: узагальнено соціокультурну місію вчителя української мови і літератури, який виступає ретранслятором інноваційних змін, що здійснюються у мовно-літературній галузі у базовій середній і профільній школі на основі Концепції Нової української школи, Державного стандарту базової середньої освіти, Державного стандарту профільної середньої школи.

Висновки: з'ясовано, що в контексті сучасних реформаційних зрушень у сфері вищої педагогічної освіти актуалізується проблема оновлення змісту підготовки сучасного вчителя української мови і літератури, який повинен мати високий рівень фахових компетентностей, бути спрямованим на дослідницьку діяльність, виконувати роль носія мовної культури суспільства, визначати вектори аксіокультурного розвитку громадянина зокрема і держави загалом; виокремлено у змісті професійної підготовки майбутніх учителів української мови і літератури низку тенденцій (структурування змісту дисциплін на основі міждисциплінарності; реалізації компетентнісного підходу; структурування змісту професійної підготовки є спрямованість на імплементацію змін у мовно-літературній галузі у базовій середній і профільній школі, що передбачає збагачення змістових модулів, тем у межах основних дисциплін педагогічного, методичного спрямування змістовим контентом щодо особливостей викладання української мови і літератури за новими державними стандартами); представлено досвід підготовки майбутніх учителів української мови і літератури за освітньо-професійними програмами (014 Середня освіта. Українська мова і література) на бакалаврському й магістерському освітніх рівнях з урахуванням сучасних змін в освіті.

Ключові слова: *учитель української мови і літератури, професійна підготовка, державний стандарт профільної середньої школи, компетентності, Нова українська школа, зміст освіти.*

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