



PECULIARITIES OF APPLYING LITERARY RESEARCH METHODS IN THE CONTEXT OF INQUIRY-BASED LEARNING IN SCIENTIFIC LYCEUMS

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Abstract

Relevance. The necessity of identifying the peculiarities of applying literary research methods within the framework of scientific research activities of secondary education students in scientific lyceums is driven by processes aimed at reforming the educational sector as a whole and implementing specialized education in senior grades. This is directly linked to the adoption of inquiry-based learning approaches.

Objective. The aim is to characterize the peculiarities of applying literary research methods in the context of inquiry-based learning in scientific lyceums.

Methods. The study employed the following methods: theoretical analysis of scientific sources—to assess the state of research on the chosen issue and to work with texts of students' research projects completed and defended within the system of the Junior Academy of Sciences; observation of inquiry-based learning in a scientific lyceum—to collect data on students' research activities; and generalization and systematization—to formulate conclusions and recommendations regarding the development of skills in applying literary research methods among senior students.

Results. The study characterized both general and specialized literary research methods in the context of secondary education students' research projects within inquiry-based learning in scientific lyceums. It described the peculiarities of using several general scientific methods (analysis and synthesis, induction and deduction, abstraction, generalization, observation) and analyzed the application of specific literary research methods (biographical, hermeneutic, mythological criticism, comparative, cultural-historical, psychoanalytic, etc.). Additionally, the historical development of these methods and the works of researchers who studied them were outlined.

Conclusions. The study demonstrated that the selection of general scientific and specialized methods of scholarly inquiry by senior students for completing educational projects and research papers on Ukrainian literature within the framework of inquiry-based learning is determined by the chosen topic, formulated objectives, and tasks. It identified the methods that predominated in students' research activities (observation, analysis and synthesis, systemic approach; comparative, psychological, psychoanalytic, cultural-historical, etc.). The findings indicate that the effectiveness of research execution, as well as the objectivity and reliability of the obtained results, depend on the optimal selection of research methods by secondary education students. Furthermore, it was shown that fostering skills in applying general scientific and literary research methods among senior students of scientific lyceums requires purposeful and systematic efforts from literature teachers.

Keywords: *scientific research activity, scientific lyceum, inquiry-based learning, literary research, research methods.*

Introduction. In the context of ongoing reform processes within the educational sector,

various forums, symposia, and scientific-practical conferences actively discuss issues related to the

implementation of specialized education in the senior grades of secondary education institutions, as well as the preparation of lyceums for the pilot phase of these reforms. Within the framework of these trends, the concept of research-oriented learning in lyceums has gained particular significance. This approach is directly linked to the execution of educational projects and the preparation of scientific research papers, including those within the system of the Junior Academy of Sciences. At the same time, it must be acknowledged that students—and occasionally even teachers guiding these studies—encounter difficulties in defining the scientific framework of their research and selecting appropriate scientific inquiry methods that would ensure effective research activity.

This issue acquires particular relevance in the field of language and literature studies, where contemporary philology is characterized by epistemological pluralism. This pluralism allows researchers to choose their methodological foundation and methods of scientific cognition. Such a development stems from the dismantling of the "iron curtain" between Ukrainian and Western literary scholarship in the 1990s, which facilitated scholars' acquaintance with a range of philosophical and literary concepts formulated and applied in Western academia. Consequently, the renewal of the methodological base and the mastery of new scientific cognition methods have not only invigorated linguistic and literary studies, enabling researchers to approach classical literary works from fresh perspectives, but have also given rise to challenges associated with selecting optimal research methods. These methods are crucial for ensuring the effective execution of educational projects and research papers by students within the context of research-oriented learning. In this regard, L. Bazyl notes that there is a current demand for language and literature teachers who encourage students to develop their own positions by interpreting literary and artistic imagery, engaging in research activities, and seeking the true meanings of each artistic phenomenon through the application of elements of modern literary scholarship (Bazyl, 2016). This is particularly pertinent for teachers working in scientific lyceums, who are tasked with involving secondary education students in research activities, thereby purposefully fostering their skills

in selecting and effectively applying scientific research methods to optimally address formulated tasks.

Sources. The organization of research activities for students within the domain of language and literature, as well as the specifics of its methodological support, have been systematically explored in the works of N. Bondarenko (Bondarenko, 2021), D. Matsko (Matsko, 2016), and N. Saprykina (Saprykina, 2010). The interrelationship between the literary competence of Ukrainian language and literature teachers and their ability to organize students' research activities has been substantiated by L. Bazyl (Bazyl, 2016). The formation of research competence in senior students as a personal need for scientific exploration of the world, the ability to conduct research, creatively apply acquired knowledge, and independently master new modes of activity in various spheres of human life has been the subject of investigation by H. Serdiuk (Serdiuk, 2022). Collectively, a review of these and other scholarly works provides grounds to conclude that a substantial body of theoretical material has been amassed regarding the organization and support of research activities for secondary education students. However, the outlined approaches require further specification, considering the particularities of literary studies and the challenges that have become prominent at the current stage.

The purpose of this article is to characterize the specifics of applying literary research methods within the context of research-oriented learning in scientific lyceums.

Methods. The study employed a combination of empirical and theoretical methods of scientific cognition. Specifically, the methods of analysis and synthesis were utilized to process scientific literature relevant to the chosen topic. Additionally, the method of analysis was applied during the examination of research papers by Angelina Serhiivna Popeliukh, completed and defended within the Junior Academy of Sciences in the section "Ukrainian Literature." One of these works, titled "Features of Female Portrayal in O. Zabuzhko's Novel *The Museum of Abandoned Secrets*," earned the author a second-degree diploma at the national stage of the competition-defense in the 2023–24 academic year. Another work,

"Chronotope as a Means of Constructing a New Reality in M. Kidruk's Novel *The Colony*," received a first-degree diploma at the regional stage in the 2024–25 academic year. To collect data on students' research activities, the method of observation was also employed during research-oriented learning at the Chernihiv Regional Scientific Lyceum, a communal institution under the Chernihiv Regional Council. The methods of generalization and systematization were used to formulate conclusions and recommendations for developing senior students' skills in applying literary research methods. All scientific inquiry methods were applied based on the principles of complementarity and alignment with the study's objectives, ensuring the objectivity and reliability of the obtained results.

Results and Discussion. The analysis of scholarly literature and observations of the educational process in a scientific lyceum have provided grounds for concluding that senior students, while undertaking educational projects and research papers on Ukrainian literature within the framework of inquiry-based learning, should integrate specialized research methods with so-called general scientific methods. The latter are traditionally categorized into empirical methods (e.g., observation, measurement, visual-graphic techniques), which are applied at the initial stage of research for collecting and organizing material, and theoretical methods (e.g., induction, deduction, systemic approach), which are employed for processing the aforementioned material. However, it should be noted that there is currently no universally accepted classification of research methods. Certain methods—such as formalization, abstraction, modeling, analysis and synthesis, systematization, and generalization—are regarded by scholars as applicable at both empirical and theoretical levels, depending on the purpose of their use (Sysoieva & Krystopchuk, 2009, p. 19).

This study aims to characterize some of the general scientific and literary research methods, as well as the specifics of their application in the process of literary scientific inquiry. Such inquiries may be conducted by students of a scientific lyceum as part of research projects under the Junior Academy of Sciences or during the execution of educational projects within the context of inquiry-based learning.

Before proceeding to an analysis of contemporary scientific research methods, it is worth noting that in Soviet literary studies, sociological analysis of literary works was widespread. Proponents of this approach argued that the artistic world merely reflects the real world, thus foregrounding social issues in literature. In some instances, this led to an unjustified expansion of the scope of sociological analysis and the emergence of so-called vulgar sociologism. This approach was applied not only to the study of themes, issues, conflicts, and characters in a literary work but also to its style, including the rhythm and melody of poetic texts (Kovbasenko, 2002, p. 3).

However, since the 1990s, literary studies have increasingly embraced methods such as archetypal criticism, structuralism and post-structuralism, hermeneutics, psychoanalysis, mythopoetics, as well as biographical, cultural-historical, psychological, comparative, and gender criticism approaches. These methods are considered specialized scientific (literary) methods, having emerged from specific philosophical or interdisciplinary frameworks and been adapted for the analysis of literary material (Kozlyk, 2004). Accordingly, students of scientific lyceums engaged in inquiry-based learning must select specialized literary methods based on the goals and objectives of their research, as well as the genre-stylistic, plot-compositional, and thematic characteristics of the literary work under study.

It should be acknowledged that the application of these methods presupposes the accumulation of empirical material. To this end, the method of observing the text of a literary work proves expedient, involving sequential, careful, and repeated readings of the text with the recording of predetermined aspects. For instance, in a research project dedicated to female portrayal in the works of O. Zabuzhko, researcher A.S. Popeliukh examined verbal means (e.g., evaluations of heroines by narrators, other characters, self-assessment, and the heroine's speech) and nonverbal means (e.g., intonation, voice timbre, laughter, facial expressions, body movements, scent) of female characterization. Consequently, the researcher first had to observe these elements in the literary text and document them for further processing. The comprehensiveness and rigor of the lyceum

student's research depended directly on this collected empirical material.

It is evident that the scope of a research project undertaken by senior students does not allow for the presentation of all factual material gathered through observation. Therefore, the researcher employed sampling, selecting a certain number of elements from the general population to illustrate specific research propositions. The unit of such sampling consisted of fragments of literary works (quotations), including phrases, sentences, sentence fragments, several sentences, or a paragraph. Generally, it must be noted that literary studies typically employ a random sampling procedure, meaning this method largely relies on the researcher's preferences, which naturally affects the objectivity of the study. In other words, the student-researcher independently decided which material to use in compiling the research paper, guided by principles of appropriateness. To ensure the reliability of the results and the robustness of the conclusions, the sampled materials should ideally represent works of various genre models and different periods of an author's creative output. Additionally, they should reflect diverse aspects of the phenomenon's functioning within the literary work.

Measurement, as an empirical method, also plays a role in literary studies, as certain classifications of character portraits in literary works are based on word counts in descriptions. For example, O. Kalyniuk distinguishes short (2–9 word usages), medium (10–29 word usages), semi-long (30–59 word usages), long (60–89 word usages), and extra-long (90–200 word usages) portraits based on the length of portrait fragments (Kalyniuk, 1999, p. 11). Accordingly, A.S. Popeliukh employed the measurement method when analyzing the portrait characteristics of heroines in the novel *The Museum of Abandoned Secrets*.

The appropriateness of applying a systemic approach in literary studies stems from the perception of a literary work as a systematically organized whole, comprising two primary components—content and form—which encompass a range of elements in various interrelations (Marko, 2013). It is worth emphasizing that the systemic approach to studying a research object gained prominence only in the second half of the 20th

century, when scholars began to approach the analysis of an object not in isolation but holistically, viewing it as a complex entity. This entails examining not only the structure and properties of the object but also the connections between its parts, subsystems, their functions, and their interactions with the surrounding world.

It should be noted that the application of the systemic approach in research involves adhering to several requirements, including: a) identifying the dependence of each element on its place and function within the system, recognizing that the properties of the whole cannot be reduced to the sum of its parts; b) analyzing how the system's behavior is determined by both the characteristics of its individual elements and the properties of its structure; c) investigating the mechanism of interaction between the system and its environment; d) studying the hierarchical nature inherent in the system; e) ensuring a comprehensive, multifaceted description of the system; and f) considering the system as a dynamic, evolving whole (Udalov, Zubovych, Polezhaieva, 2005).

In the context of scientific lyceum students employing the systemic approach in literary studies within inquiry-based learning, it must be emphasized that one of the fundamental principles of literary analysis is the unity of content and form. This principle obliges the researcher, when analyzing content (themes, issues, ideas of the work), to consider elements of its form (genre determinants, plot and compositional features, specifics of the imagery system, rhythm, and melody) (Kozlyk, 2004). It is widely held that the content of a literary work cannot be examined in isolation from its form, as this would reduce the analysis to a mere retelling of the plot or reflections on the reading. Similarly, studying form in isolation from content would devolve into mere theorizing.

Analyzing the peculiarities of the chronotopic organization in Max Kidruk's novel *The Colony*, Popelyukh A.S. examines artistic time and space through contextual, intertextual, and meaning-generating perspectives, as well as their interconnections with all components of content and form. Consequently, this approach enables not only the consideration of the literary work as a system but also the chronotope itself, thereby providing a

foundation for studying its individual components and the relationships between them.

In our view, the methods of analysis and synthesis are particularly significant for students' educational projects and research papers, acquiring a specific character within the framework of literary studies. Given their dialectical unity, we shall characterize them collectively: as is well known, the method of analysis involves dividing an object into its constituent parts to study them independently and to determine the specifics of their interactions; synthesis, in turn, entails the real or conceptual integration of various aspects, features, or parts of a subject into a unified whole—not an eclectic combination, but a purposeful arrangement aimed at elucidating the essence of a phenomenon or generating new meanings (Sysoieva, Krystopchuk, 2009, p. 37).

Within the context of research-oriented learning, students can apply these methods when undertaking educational projects and research papers, particularly in the process of developing the theoretical section. This is because, through working with dictionaries, literary encyclopedias, monographs, and specialized publications, a researcher must analyze scholars' perspectives on the essence of the problem under investigation. This enables the synthesis of identified propositions and their composition into a coherent text with appropriate logical connections between its individual fragments. These methods can also be employed to characterize the features of the reception of a particular figure's creative work by contemporary literary scholars. Furthermore, the methods of analysis and synthesis can be applied in the practical section of a research paper, allowing students to analyze collected material and process it effectively.

Additionally, in the process of executing educational projects and research papers on Ukrainian literature, senior high school students should also turn to the general scientific methods of induction and deduction. As is known, induction is a logical research technique associated with generalizing the results of observation and experimentation, involving a movement of thought from the particular to the general (Sysoieva, Krystopchuk, 2009, p. 41). For instance, through observing the texts of literary works and analyzing

samples of heroines' portraits by O. Zabuzhko, Popelyukh A.S. concluded that a literary portrait reflects the author's worldview or artistic concept. However, it should be noted that, as previously mentioned, such observations may yield diverse and sometimes contradictory material, rendering inductive generalizations problematic (probabilistic) in nature. This complicates the scientific inquiry process for senior students and necessitates oversight and correction by the teacher within the framework of research-oriented learning.

Deduction, as a method of scientific inquiry, involves a cognitive transition from the general to the particular, deriving the particular from the general, as well as the process of logical inference—that is, moving from certain premises to their conclusions according to specific logical rules (Udalov, Zubovych, Polezhaieva, 2005, p. 34). The essence of deduction lies in employing general scientific propositions to investigate specific phenomena. For example, in the aforementioned student research devoted to literary portraiture in O. Zabuzhko's novel, it was established that a portrait in a literary text serves as a tool of psychologism, depicting not only external features but also the inner state of the heroine. This assertion is then substantiated with examples from the writer's literary works, whereby analyzing portrait descriptions of heroines reveals their connection to the characters' emotions, experiences, and traits.

Senior high school students undertaking educational projects and research papers should understand that, in the process of scientific inquiry, induction and deduction are inextricably linked, though one may predominate at a particular stage of the research. For instance, induction is predominant when generalizing empirical material and formulating a working hypothesis. Conversely, deduction enables the logical organization of experimental data and the construction of a theory grounded in the logic of their interrelations (Sysoieva, Krystopchuk, 2009, p. 44).

Among the specialized methods of literary research that students should employ in the context of research-oriented learning at a scientific lyceum, the biographical method is notably popular. Its theorists (e.g., C. Sainte-Beuve, H. Brandes, and in Ukrainian literary studies, O. Ohonovsky, M. Petrov, I. Franko, V. Smilianska, T. Hundorova) rely

on the premise that a literary work is the product of a writer's creative activity. Consequently, the moral and spiritual image of the artist, along with the events and impressions of their life, are embodied in the literary work, with the writer's persona serving as a focal point reflecting the era, country, and so forth. Proponents of this method emphasize that understanding the artistic and ideological content of a writer's works is impossible without knowledge of their individual history (Kovbasenko, 2002, p. 9). For example, by comparing the author's worldview concept—formulated based on an analysis of O. Zabuzhko's journalistic and literary works—it was hypothesized that the protagonist of the novel *The Museum of Abandoned Secrets*, Daryna Hoshchynska, represents an artistic projection of the author herself.

The origins of the psychological method in literary studies date back to the 1870s–1880s. In Western Europe, the principles of this method are most prominently represented in the works of S. Girardin, E. Hennequin (France), W. Wundt, W. Wetz (Germany), and others. In Ukrainian literary studies, its founder was O. Potebnia, followed by D. Ovsianyko-Kulykovsky, A. Hornfeld, B. Lezin, O. Biletsky, and others. The psychological school in Ukrainian literary studies ceased to exist in the 1920s under ideological pressure from the Soviet regime.

Within the framework of students' research activities in Ukrainian literature under research-oriented learning, it is worth noting that applying the psychological method to the study of portraiture in O. Zabuzhko's aforementioned novel facilitates, on the one hand, the revelation of patterns in the author's postmodernist thinking and, on the other, an analysis of the conceptual structure of characters and the specifics of their thought processes. This method involves the use of psychological tools (concepts, techniques) to analyze the author's artistic and worldview stance, their representation in literary works, the identification of psychologism techniques in character modeling, and the development of a literary work's conflict. In our opinion, employing the psychological method in literary analysis expands the boundaries of cognition during scientific inquiry and allows for the formulation of alternative perspectives on the issue under study.

Separately, it is worth mentioning the use of the psychoanalytic method in the context of students' educational projects and research papers on Ukrainian literature. As a scientific discipline, psychoanalysis (founded by S. Freud) emerged in the late 19th and early 20th centuries in clinical practice. Freud was the first to emphasize its linguistic level, focusing on its micro-images and linking them to psychic phenomena and processes. A significant breakthrough for literary scholars was the opportunity to deeply interpret the symbolism of dreams and their meanings in the context of characters' aspirations and intentions. Moreover, by exploring manifestations of individual and collective unconsciousness, as well as the external expression of unconscious mental experiences, psychoanalysis enables insight into the author's creative workshop and offers a fresh perspective on their characters—delving into their inner world through external manifestations. This method proved highly productive in a student-researcher's analysis of literary portraiture in O. Zabuzhko's works, as the interplay between various spatiotemporal planes in the novel is facilitated by oneiric fragments, i.e., the dreams and visions of the protagonists, Daryna and Andriyan.

The comparative-contrastive (comparative) method emerged within the framework of the comparative-historical school of the second half of the 19th century (Kozlyk, 2004). Its development was significantly influenced by the works of the German philologist T. Benfey, as well as Ukrainian scholars M. Drahomanov, M. Dashkevych, and I. Franko. During the Soviet period, the comparative method faced criticism, while the theory of "interconnections and interactions of literatures" and the concept of comparative-typological analysis of the historical-literary process gained prominence. Currently, the comparative-contrastive method is one of the most widely applied approaches in literary studies. It involves identifying genetic, genetic-contact relationships, and typological convergences (analogies) across national, regional, and global literatures (Marko, 2013). Consequently, researchers focus on the forms of external and internal contacts, influences, interliterary reception, and the mediating role of artistic translations. Additionally, comparativism has acquired an interdisciplinary character, encompassing the

comparison of specific artistic phenomena or works across various art forms. This method became one of the foundational approaches in the study of the poetics of portrayal in Oksana Zabuzhko's novel *The Museum of Abandoned Secrets*. During the development of the theoretical section, Popeliukh A.S. compared literary scholars' perspectives on the functioning of the portrait across different cultural-historical epochs—from the monumental style of the Old Rus' period to postmodernism—a process that was also reflected in a scientific publication co-authored with her academic supervisor (Lilik, Popeliukh, 2023).

The cultural-historical method was proposed in the second half of the 19th century by the French philosopher, historian, and literary scholar H.-A. Taine, who is regarded as the founder of this scholarly school. Representatives of this school from various countries include F. Brunetière and G. Lanson (France), G. Brandes (Denmark), W. Scherer (Germany), and F. De Sanctis (Italy). The incorporation of ideas from the cultural-historical school enabled Popeliukh A.S. to analyze O. Zabuzhko's oeuvre within the context of the literary process of the late 20th and early 21st centuries, identifying the impact of a combination of historical and artistic factors on the formation of the creative generation of the "eightiers." The application of the cultural-historical method facilitated the analysis of specific features of the writer's work, such as irony, intertextuality, and existentialism.

Proponents of the mythological/mythopoetic method assert that all literary works either represent myths in their purest form or contain a significant number of mythical elements. This approach in literary studies is primarily associated with the works of J. Frazer and C. G. Jung (notably his theory of archetypes). At the contemporary stage, the mythopoetic method is employed in literary analysis to elucidate the peculiarities of an author's use of traditional mythological plots and images through their interpretation and transformation; the specifics of creating an authorial myth, where the organization of the artistic text adheres to the laws of mythopoetic poetics; and the comprehension of the features of mythological stylization, where the author merely formally imitates the style of myth (with the myth serving a decorative function) (Marko, 2013). In the context of studying female

characters in O. Zabuzhko's works, the student researcher utilized the mythopoetic method to identify intertextual connections and the specifics of the author's reception of well-known plots, motifs, and images—particularly in the episode concerning "secrets." This enabled her to explore new meanings generated by the author through the reception of familiar narratives within the postmodern context, as well as transformations of female characters associated with the layering of diverse meanings—specifically authorial and symbolically mythological.

Within the framework of research-oriented education in academic lyceums, it is worthwhile to introduce students to the hermeneutic method of literary studies (its theoretical foundations were laid in the works of M. Heidegger and H.-G. Gadamer). This method is based on understanding a literary work as a structure imbued with meaning—that is, as a semantic unity endowed with a generative function of meaning-making. This approach also considers the intentionality of the author's consciousness and the receptive nature of the reading process itself (Kozlyk, 2004). Accordingly, the hermeneutic method of studying literary phenomena and epochs relies on accounting for the complex interplay among the author, the work, and the reader. In her study of O. Zabuzhko's oeuvre, the student researcher employed the hermeneutic method to substantiate various interpretive options for artistic works and to uncover their hidden meanings, taking into account diverse factors.

The application of these methods enabled Popeliukh A.S. to successfully complete and defend not only research papers in literature but also a series of educational projects within the framework of research-oriented education at the academic lyceum.

It should be emphasized that for secondary education students to effectively utilize scientific cognition methods, the supervisor must undertake systematic and consistent efforts, which can be conditionally divided into the following stages:

- Familiarization with the history of each method's emergence, its key representatives, their views and contributions, and the specifics of applying a particular method in the study of a literary work;

- Discussion of the appropriateness of using each method in the context of the chosen research topic, formulated goals, and objectives;
- Selection of methods that ensure the effective resolution of the defined research tasks within a specific study;
- Direct application of scientific cognition methods in the process of research work;
- Summarization of findings, identification, and addressing of gaps in the research through the application of previously unused methods.

Conclusions. This study has outlined general scientific and specialized (literary) methods of scientific cognition that senior students of academic lyceums can employ while working on educational projects and research papers in Ukrainian literature within the context of research-oriented education. It has been established that the selection and application of these methods are determined by the chosen research topic, formulated goals, and objectives. The specifics of applying each general scientific and specialized method were

illustrated through the example of research papers in Ukrainian literature prepared and defended by Popeliukh A.S. during her studies at the academic lyceum. It is noted that some of these methods were dominant (e.g., observation, analysis and synthesis, systemic approach; comparative-contrastive, psychological, psychoanalytic, cultural-historical, etc.), while others played a supplementary role. It is underscored that the optimal selection of research methods by secondary education students determines the effectiveness of their execution, as well as the objectivity and reliability of the obtained results. This, therefore, requires particular attention from the Ukrainian literature teacher (academic supervisor), who must purposefully foster research competence in senior students.

Prospects for further research lie in substantiating the procedure for determining other components of the scientific apparatus of student literary studies, including the object, subject, goals, and objectives.

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ОСОБЛИВОСТІ ЗАСТОСУВАННЯ МЕТОДІВ ЛІТЕРАТУРОЗНАВЧИХ ДОСЛІДЖЕНЬ У КОНТЕКСТІ ДОСЛІДНО-ОРІЄНТОВАНОГО НАВЧАННЯ В НАУКОВИХ ЛІЦЕЯХ

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Реферат:

Актуальність. необхідність визначення особливостей застосування методів літературознавчого дослідження в межах науково-дослідницької роботи здобувачів середньої освіти в наукових ліцеях зумовлена процесами, спрямованими на реформування освітньої галузі загалом і впровадження профільного навчання в старших класах, що безпосередньо пов'язане з дослідно-орієнтованим навчанням.

Мета: схарактеризувати особливості застосування методів літературознавчих досліджень у контексті дослідно-орієнтованого навчання в наукових ліцеях.

Методи: теоретичного аналізу наукових джерел – для з'ясування стану дослідженості обраної проблеми, для роботи з текстами учнівських науково-дослідницьких робіт, виконаних і захищених у системі Малої академії наук; метод спостереження за дослідно-орієнтованим навчанням у науковому ліцеї – для збору даних щодо учнівської науково-дослідницької роботи; узагальнення й систематизації – для формулювання висновків і рекомендацій щодо формування в учнів старших класів навичок застосування методів літературознавчого дослідження.

Результати: схарактеризовано загальні й спеціальні методи літературознавчих досліджень у контексті виконання здобувачами середньої освіти науково-дослідницьких робіт у межах дослідно-орієнтованого навчання в наукових ліцеях; описано особливості використання низки загальнонаукових методів (аналізу й синтезу, індукції й дедукції, абстрагування, узагальнення, спостереження); проаналізовано особливості використання деяких спеціальних методів літературознавчого дослідження (біографічного, герменевтичного, міфологічної критики, порівняльно-зіставного, культурно-історичного, психоаналітичного тощо); охарактеризовано історію формування представлених методів та праці дослідників, які їх вивчали.

Висновки: доведено, що особливості відбору старшокласниками загальнонаукових і спеціальних методів наукового пізнання для виконання навчальних проєктів і науково-дослідницьких робіт із української літератури в контексті дослідно-орієнтованого навчання зумовлюються обраною темою, сформульованою метою і завданнями; охарактеризовано ті методи, що домінували в дослідницькій діяльності учнів (спостереження, аналіз і синтез, системний підхід; порівняльно-зіставний, психологічний, психоаналітичний, культурно-історичний тощо); з'ясовано, що від оптимального підбору здобувачем середньої освіти методів дослідження залежить ефективність його виконання, а також об'єктивність і вірогідність отриманих результатів; показано, що формування в учнів старших класів наукових ліцеїв навичок застосування загальнонаукових і літературознавчих методів дослідження потребує від учителя-словесника цілеспрямованої й системної роботи.

Ключові слова: науково-дослідницька діяльність, науковий ліцей, дослідно-орієнтоване навчання, літературознавче дослідження, методи дослідження.

Received: 16 September 2024

Accept: 12 December 2024