



THE ANALYSIS OF THE BASIC RESEARCH DEFINITIONS OF THE DEVELOPMENT TEACHERS' RESEARCH COMPETENCE LANGUAGE AND LITERATURE

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Abstract

The relevance of the development of the research orientation of pedagogical activity is determined by the modern paradigm of education, which requires a teacher capable of organizing research-oriented education; relevance is also due to the objective need to formulate comprehensive definitions of the basic concepts of the investigated problem of the development of the research competence of a Ukrainian language and literature teacher in the system of scientific and methodological work of the lyceum.

The purpose of the article is to analyze modern studies regarding the issue of the research competence development of the Ukrainian language and literature teacher, to carry out a terminological analysis of the conceptual and categorical apparatus of the scientific problem, to clarify the logical and semantic content of the basic concepts of the study: "Ukrainian language and literature teacher", "research competence of a Ukrainian language and literature teacher".

Methods: study of scientific sources, psychological-pedagogical and scientific-methodological literature, legislative acts and normative-legal documents – to find out the degree of the problem development; generalization and systematization – to generalize the theoretical foundations of the researched problem, clarify the content of the concepts: "Ukrainian language and literature teacher", "research competence of the teacher"; definitive analysis – to clarify the logical-semantic content of the basic research concepts "Ukrainian language and literature teacher", "research competence of the Ukrainian language and literature teacher".

Results: the analysis and systematization of modern scientific research on the problem of the development of the research competence of a philology teacher was carried out, the basic concepts of the scientific problem of the development of the research competence of the teacher of the Ukrainian language and literature were identified and characterized, and the generic-species relations between the basic and related concepts were established.

Conclusions: the meaning of the concept of "Ukrainian language and literature teacher" has been clarified (a specialist in the linguistic and literary field of knowledge, who has fundamental theoretical training in professional disciplines, has modern teaching methods and learning technologies, provides quality teaching of the Ukrainian language and literature, solves educational, innovative, methodological, research problems and creates a socio-cultural environment in an educational institution); the content of the definition "research competence of the Ukrainian language and literature teacher" has been clarified (an integrative and professional property of a person, which synthesizes personal and reflective qualities, favorable for the realization of a philologist teacher in research activities; contains a system of values and motivation to carry out scientific research in the field of philology, methodology, pedagogy; knowledge, abilities, skills that ensure effective research activity; readiness for self-development based on awareness of the importance of research in the linguistic and literary field of knowledge; successful experience of scientific research; the ability to solve scientific and methodological problems and implement the integration of education and science in the study of language and literature).

Keywords: *pedagogical education, Ukrainian language and literature teacher, research competence of the Ukrainian language and literature teacher*

Introduction. Modern education is experiencing challenges related to the military aggression,

destruction of the system of educational institutions in Ukraine, loss of the material and technical

base, reduction of personnel potential, constant threat to the educational process participants' life and health. At the same time, we are witnessing how the spiritual potential of the nation, capable of consolidation, is growing. Under these conditions, new activity vectors are appearing in the professional activity of the Ukrainian language and literature teacher, these are related to the issue of rethinking the meaning of the language as a national identifier, the problem of responsibility, and the development of research competence. The Ukrainian language and literature teacher influences the humanitarian national elite formation, ensures the competitiveness of the national education. Full integration into the European and global research space is viewed as a potential opportunity for education in the process of its restoration (Ministry of Education and Science of Ukraine, 2022). The Professional Standard for the profession "Teacher of the general secondary education institution" deals with the integration of fundamental science, the educational process and practice, and the corresponding competence of a teacher is manifested in the ability to implement scientific methods of learning in the educational process (Verkhovna Rada of Ukraine, 2020). The problems of education and science integration and the competence approach implementation are actualized in many international documents, particularly in the Memorandum on Continuous Education issued by the European Union Commission (2000), the Recommendations of the European Parliament and the Council of Europe on the Formation of Key Competences of lifelong education (2006). The key principles of state policy regarding the development of research competence are generally defined in the Law of Ukraine "On Education" (2017), the Concept of the New Ukrainian School (2017), the Concept of the Development of Pedagogical Education (2018). The teacher's ability to use scientific methods of learning in the educational process is discussed in the Concept of Education Development in Ukraine for the period of 2015–2025 (2015), the Professional Standard of a Teacher (2020). Therefore, the improvement of the educational process goes along with the development of the teacher's research competence in the course of their professional activity. Since the evolution of the research object can be traced on the basis of systematic analysis of the categories, whose content reflects all its aspects, we consider it is essential to clarify the logical and semantic content of the key research concepts: "Ukrainian language and literature teacher", "research compe-

tence", "research competence of the Ukrainian language and literature teacher".

Sources. The problem of the research competence development in the national pedagogy is connected with the process of future teachers training in higher education institutions and the process of improving professional skills in the postgraduate educational system. Scientific explorations of scientists were related to educational and methodological systems of professional training of future Ukrainian language and literature teachers (L. Bazil, V. Koval, O. Kutsevol, S. Omelchuk, O. Semenog, I. Sokolova, etc.). The problems of philologists' professional training were studied by L. Babenko, S. Astakhova, N. Borodina, K. Vezetii, N. Ivanytska, Yu. Kartava, V. Koval, I. Lebedyk, L. Luzan, S. Murzina, S. Perova, G. Pyatkova, T. Symonenko, L. Reshetnyak, V. Sydorenko, N. Khymera, G. Shtelmak. The scientists' attention was drawn to the issues of the pedagogical discourse among philology teachers (Nikitina, 2013), the professional competence of future philology teachers (Koval, 2013), pedagogical mastery (Sydorenko, 2013), development of creative potential of teachers in the postgraduate educational system (Cyvash, 2020), theory and practice of research skills formation (Semenog, & Zemka, 2014), research activities of future philology teachers (L. Butenko, A. Vitchenko, M. Vovk, N. Voloshina, N. Holub, O. Horoshkina, A. Gradvoskyi, L. Matsko, N. Ostapenko, E. Pasichnyk, M. Pentylyuk, L. Struganets, G. Tokman, etc.).

Studying the scientific output of scholars does not provide a holistic view of the essence of the phenomenon being studied. Considering the relevance of the mentioned problem, there is a need to clarify the definition of the concept "research competence of the Ukrainian language and literature teacher".

The purpose of the article is to analyze modern studies regarding the issue of the research competence development of the Ukrainian language and literature teacher, to carry out a terminological analysis of the conceptual and categorical apparatus of the scientific problem, to clarify the logical and semantic content of the basic concepts of the study: "Ukrainian language and literature teacher", "research competence of a Ukrainian language and literature teacher".

Methods: study of scientific sources, psychological-pedagogical and scientific-methodological literature, legislative acts and normative-legal documents – to find out the degree of the problem development; generalization and systematization –

to generalize the theoretical foundations of the researched problem, clarify the content of the concepts: "Ukrainian language and literature teacher", "research competence of the teacher"; definitive analysis – to clarify the logical-semantic content of the basic research concepts "Ukrainian language and literature teacher", "research competence of the Ukrainian language and literature teacher".

Results and discussion. Modern Ukrainian education actively uses the term "competence". The Dictionary of Professional Education defines competence (from the Latin 'competo' – 'appropriate, suitable') as a set of knowledge and skills necessary for effective professional activity (Ničkalo, 2000). In the Law of Ukraine "On Education" (Chapter I, Article 1), competence is presented as a dynamic combination of knowledge, abilities, skills, ways of thinking, views, values, and other personal qualities to carry out professional and/or further educational activities (Verkhovna Rada of Ukraine, 2017). The competence approach determines the content of education, as it is stated in the State Standards and "Criteria of Educational Achievements" (2020). The resource of knowledge, abilities and skills, value, personal, cognitive and emotional attitudes, experience of a person determine their ability to act. The statement about competence as an integrative formation (characteristic) of an individual that contributes to their successful social self-realization, based on knowledge, abilities and skills, is valuable. (Radkevich, & Radkevich, 2021, p. 55). It highlights the ability to carry out successful activities in the professional sphere. We support the idea that competence is formed through training, develops in activity and allows solving professional tasks on the basis of competence (Sysoeva, & Kozak, 2016, p. 59). We understand the concept of "competence" as an integrated personal quality of a person, the level of their preparation, awareness, the degree of mastery of ways of activity, which determines the quality of their performance.

Let's trace the logical connections between the concepts of "competence" - "professional competence" - "pedagogical competence". We consider professional competence, which determines the ability to solve professional problems and do typical professional tasks, to be a basic characteristic of a specialist's activity. Knowledge and skills are its substantive and procedural components. We also consider the concept of "pedagogical competence" in the unity of the teacher's theoretical and practical readiness to ensure a high level of the educational process. For our research, it is an essential view point that the professional competence of a teacher

is a set of knowledge and practical skills necessary for the successful pedagogical activities, innate abilities to cooperate with other people, and appropriate moral qualities; and the development of professional competence is a cyclical process, because in pedagogical activity a constant increase of professionalism is required (Stolyarenko, & Stolyarenko, 2021, p. 333).

Let's dwell on the definitions of professional competence formulated by philology teachers. For example, V. Sydorenko considers the professional competence of a philology teacher as a process of acquiring certain characteristics that determine an individual workstyle, a way to achieve educational goals, and ensure the quality of professional activity (Sydorenko, 2015). In particular, L. Bazyl defines the professional competence of the Ukrainian language and literature teacher as an integral dynamic multi-level complex of individual-personal and professional-activity qualities of the individual, which ensure the creative use of acquired values, competencies and experience to perform the tasks of school philological education (Bazyl, 2016, p. 57). L. Kovalenko understands the professional competence of a philology teacher as a set of general professional and personal resources necessary to perform job duties at the proper level in accordance with the current educational standards in the humanities sphere (Kovalenko, 2017).

We note that in the scientific sources analyzed by us, the professional competence of a philology teacher is defined as: 1) the process of the teacher's acquiring relevant personal and professional qualities; 2) an integrated indicator of personal-and-activity characteristics of a specialist; 3) the teacher's awareness of knowledge and skills and their normative features, which are necessary for professional activity; 4) the result of professional skill and creative activity.

Our acquaintance with the corresponding scientific researches allows us to define related and basic concepts of our research, to establish generic and specific relationships between them. According to the logic of our research, we argue that a teacher is a expert (specialist) who has a professional (pedagogical) competence to carry out pedagogical activities in an educational establishment. In the Professional Standard for the profession "Teacher of a general secondary education establishment", general and professional competences of the teacher are distinguished. The specialized competences include language-communicative, subject-methodological, informational-digital, psychological, emotional-ethical, pedagogical partnership competence, inclusive, health-preserving, projective, prognostic, or-

ganizational, evaluative-analytical, innovative, ability to learn throughout life, reflective ones (Verkhovna Rada of Ukraine, 2020). Analyzing the standard of higher education for specialty 035 "Philology" for the second (master's) level of higher education (Ministry of Education and Science of Ukraine, 2019), we can point out that special (professional, subject competencies) determine the ability to carry out scientific and professional work, mastery of research approaches and methods. It should be noted that the subject competences of a philology teacher are based on the teacher's ability to carry out research activities.

The reform of the specialized education system presupposes the creation of a network of level III establishments by 2025. By 2027, a full-fledged reform of the senior specialized school should take place. The choice of academic or professional focus is determined by the prospect of in-depth study of specialized subjects (academic) or the motivation to acquire a profession (specialized training). The types of educational institutions are defined by Article 35 (Chapter V) of the Law of Ukraine "On Comprehensive General Secondary Education" (Verkhovna Rada of Ukraine, 2020). Lyceums as institutions of secondary education of level III ensure the acquisition of specialized secondary education. The problem of forming a network of high school institutions (lyceums) is related to the issue of the availability of appropriate personnel – teachers of the new formation, who are capable of testing innovative teaching methods, implementing educational programs of a specialized training, new approaches to the organization of the educational process, in particular, research-oriented ones. The personality as a subject of self-development in the process of research-oriented learning is provided with appropriate freedom by the lyceum (Serdyuk, 2022a, p. 208).

So, a teacher of the Ukrainian language and literature at a lyceum is a specialist in the linguistic and literary field of knowledge, who has fundamental theoretical training in specialized subjects, possesses key professional and special (professional, subject) competencies, modern teaching methods and technologies, ensures the quality of teaching the Ukrainian language and literature, solves educational, innovative, methodological, research problems and creates a socio-cultural environment in the lyceum. The research competence of a philology teacher develops on the basis of knowledge of linguistic and literary phenomena, on the basis of the latest achievements in this field of knowledge. It can be interpreted as one of the prerequisites for the development of professional skills.

Within the framework of the topic research, we consider research competence comprehensively, in a combination of relevant knowledge (methodology of scientific creativity), a system of necessary skills (analysis, synthesis), practical skills (fulfillment of research tasks), worldview and motivational components determined by internal aspirations to engage in research activities. The formation of the research competence of a philologist is carried out on condition of the subject's activity and requires the enhancement of the corresponding characterological and personal traits of the teacher. Since we are interested in the phenomenon of research competence with regard to the possibilities of its development and improvement in the scientific-methodical system of the lyceum, we focus on the integrability of the concept. In science, different approaches are used to define the content of the concept of "research competence", in particular, competence, process-technological, activity, system, value-activity, universal ones (Grozan, 2015). We will apply a complex approach to the analysis in order to highlight the essential features of the concept. For this purpose, the method of definitive analysis has been used. The selection consists of 20 definitions of the concept of "research competence". The approaches of domestic scientists, categorical features of the basic concept of the research and changes in the approaches in the period between 2012 and 2021 have been summarized. The results of the analysis are presented in *the table 1*.

The conducted analysis shows that scientists interpret research competence as a holistic integrative (integrative, integral) quality (L. Bondarenko, L. Burchak, M. Golovan, N. Divinska, N. Dyachenko, N. Lyubchak, O. Norkina, K. Stepaniuk V. Yatsenko); integrated/integrative personal and professional quality of a specialist (N. Biruk, L. Karpova, S. Kravchenko, M. Kudla, N. Sydorhuk, S. Sysoeva, N. Tyaglo), qualitative personality characteristics (S. Grozan), component of professional competence (N. Karlova, A. Nikitina), the ability to solve problems in pedagogical activities, knowledge of scientific research methods A. Luhova), multifaceted formation (T. Vakolya). holistic integrative approach is close to us, because knowledge, abilities, skills, experience of a researcher, personal and professional qualities/characteristics, value attitude, motivation for scientific research are combined into a single personal formation. The results of the content analysis of the concept of "research competence" are summarized in *the table. 2*.

Categorical signs of research competence

Scientists	Categorical signs of research competence
M. Golovan, V. Yatsenko (2012)	Integrative, personal, cognitive, value, activity, operational, creative, methodical, prognostic, reflective
K. Stepaniuk (2012)	Integral, personal, cognitive, operational, activity
N. Lyubchak, 2013	Integrative, personal, cognitive, value, activity, cognitive, methodical, creative, prognostic, analytical, reflective
T. Vakolya (2014)	Multifaceted, personal, motivational, active, professional, reflective
S. Grozan (2015)	Personal, conscious, active
S. Sysoeva (2016)	Integrated, motivational, methodological, personally significant, innovative, creative
N. Divinska, N. Dyachenko (2016)	Integrative, cognitive, valuable, personal, activity, cognitive, methodical, creative, prognostic, analytical, reflective
L. Bondarenko (2017)	Integrative, cognitive, personal, valuable, psychological, activity, organizational
O. Norkina (2017)	Integrated, motivational, valuable, systemic, cognitive, personal
S. Kravchenko (2018)	Integrative, cognitive, activity, methodological, methodical, creative, personal, organizational, prognostic, analytical
L. Burchak (2019)	Methodological, analytical, operational, organizational, prognostic
N. Biruk (2019)	Integrated, personal, professional, motivational, methodological, creative, innovative
A. Luhova (2019)	Cognitive, analytical
L. Karpova (2019)	Integrated, personal-professional, motivational, methodological, practical, individual, systemic
S. Kravchenko (2019)	Competent, professional, cognitive, valuable, motivational, personal.
N. Tyaglo (2020)	Integrative, personal-professional, motivational-value, cognitive, operational, activity, personal-reflective
N. Sydorhuk (2020)	Integral, personal, professional, methodological, cognitive, cognitive.
M. Kudla (2020)	Integrative, personal, cognitive, valuable, activity
N. Karlova, A. Nikitina (2021)	Professional, complex, cognitive, valuable, analytical, operational, prognostic, analytical

Based on the lexical-semantic field, we characterize the abilities of an individual who possesses research competence, namely: the ability to carry out research activities, the ability to innovate, organize scientific research work,

reflective activities, the ability to possess methods of activity in non-standard situations, to identify, put, solve problems in pedagogical activity, possess scientific thinking.

Generalized results of the analysis of the definition of
"research competence" of the teacher

Author	Key components
L. Bondarenko (2017), M. Golovan (2012), N. Divinska, N. Dyachenko (2016), N. Lyubchak (2013), N. Karlova (2021), M. Kudla (2020), A. Nikitina (2021) N. Tyaglo (2020), V. Yatsenko (2012).	knowledge, ability, skills, experience, values, qualities, readiness,
S. Grozan (2015), K. Stepaniuk (2012)	methods of activity, readiness
T. Vakolya (2014)	motivation, experience, professional orientation, qualities, ability
O. Norkina (2017), S. Sysoeva (2016)	motivation, methodology, values, qualities
S. Kravchenko (2018)	knowledge, skill, readiness, ability
N. Biruk (2019), L. Burchak (2019)	motivation, ability
S. Kravchenko (2019), A. Luhova (2019)	Ability
L. Karpova (2019)	motivation, level of mastery, qualities
N. Sydoruk (2020)	qualities, methodological culture, knowledge, skills, methods of activity

Methods of scientific knowledge and a creative approach ensure the implementation of research activities. Scientists also emphasize the appropriate mastery level of the scientific research methodology and the necessity for an integrated system of knowledge, skills, personal qualities, for the ability and readiness for research activity, provided that the individual has an internal need for such activity. The concept of research competence includes value, motivational, knowledge (cognitive), methodological, activity-operational, prognostic, analytical, reflective features. Concreting the results of theoretical studies on the problem of meaningful content of the basic concept, we will generalize that research competence is a set of personality qualities; involves the possession of research knowledge, skills, and abilities; readiness and motivation to carry out research activities and implement research results in one's work.

The conducted theoretical analysis makes it possible to determine approaches to understanding the essence of the research competence of a teacher of the Ukrainian language and literature, which we consider as an integrative and professional property of the individual, which synthesizes: personal and reflective qualities, favorable for the implementation of a philologist teacher in research

activities; value system and motivation to carry out scientific research in the field of philology, methodology, pedagogy; knowledge, abilities, skills that ensure effective research activity; readiness for self-development based on awareness of the importance of research in the linguistic and literary field of knowledge; successful experience of scientific research; the ability to solve scientific and methodological problems and implement the integration of education and science in the study of language and literature. We claim that the possession of research competence contributes to the development of the ability to analyze and solve problems of an interdisciplinary (professional) nature (Serdyuk, 2022 b, p. 89). Professional self-realization will depend on the personality and motivation of the teacher. Successful professional activity is facilitated by the ability to acquire knowledge independently, rethink it critically and use it creatively to perform professional tasks (Bazyl, & Orlov, 2018).

The essence of the basic concept is presented in *figure 1*.

Concreting the results of theoretical studies on the problem of content filling of the basic concept, we consider that research competence can become the basis for the development of general and special competences of a teacher-lexicographer.



Fig. 1. The essence of the basic concept of the research.

The global practice of a teacher career development is related to research. Among the requirements for the promotion of a teacher to higher career stages, positive evaluation, duration of professional experience, demonstration of specific competencies, professional development, and research activities are determined. Without the formed research competence, it is impossible for a teacher to organize such activity (Sadovets, 2021).

Therefore, a competent teacher of the Ukrainian language and literature is able not only to perform complex professional tasks, but also to integrate into the world educational space. We consider research competence as an important condition for the implementation of the individual research trajectory of a teacher philologist and the systematic involvement of students into educational and research work.

Conclusions. Based on the analysis of scientific sources, it has been clarified the state (condition) of the studied problem of development of the research competence of the Ukrainian language and

literature teacher, the logical and semantic connections between related and basic concepts have been systematized, the characteristic features of the teacher's research competence in the new paradigm of education related to research activity have been determined. The essence of the concepts "a teacher of the Ukrainian language and literature", "research competence of a teacher of the Ukrainian language and literature", which is especially important under the conditions of creating a network of general secondary education institutions, is determined. It has been confirmed that research competence is an integrated personal and professional property of a teacher's personality, and the content of the definition "research competence of a teacher of the Ukrainian language and literature" has been determined. The structure of the research competence of the teacher of the Ukrainian language and literature and a thorough description of its components will be presented in further studies.

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АНАЛІЗ ОСНОВНИХ ДЕФІНІЦІЙ ДОСЛІДЖЕННЯ РОЗВИТКУ ДОСЛІДНИЦЬКОЇ КОМПЕТЕНТНОСТІ ВЧИТЕЛІВ УКРАЇНСЬКОЇ МОВИ ТА ЛІТЕРАТУРИ

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Реферат

Актуальність розвитку дослідницької спрямованості педагогічної діяльності визначається сучасною парадигмою освіти, що потребує вчителя, здатного організувати дослідно-орієнтоване навчання; актуальність зумовлена також об'єктивною потребою формулювання вичерпних дефініцій базових понять досліджуваної проблеми розвитку дослідницької компетентності вчителя української мови та літератури в системі науково-методичної роботи ліцею.

Мета: проаналізувати сучасні наукові дослідження з проблеми розвитку дослідницької компетентності вчителя української мови та літератури, здійснити термінологічний аналіз поняттєво-категоріального апарату наукової проблеми, уточнити логіко-семантичний зміст базових понять дослідження: «учитель української мови та літератури», «дослідницька компетентність учителя української мови та літератури».

Методи: вивчення наукових джерел, психолого-педагогічної та науково-методичної літератури, законодавчих актів і нормативно-правових документів – для з'ясування ступеня розробленості проблеми; узагальнення й систематизація – для узагальнення теоретичних основ досліджуваної проблеми, уточнення змісту понять: «учитель української мови та літератури», «дослідницька компетентність учителя»; дефінітивний аналіз – для уточнення логіко-семантичного змісту базових понять дослідження «учитель української мови та літератури», «дослідницька компетентність учителя української мови та літератури».

Результати: проведено аналіз та здійснено систематизацію сучасних наукових досліджень із проблеми розвитку дослідницької компетентності вчителя-словесника, виокремлено й схарактеризовано базові поняття наукової проблеми розвитку дослідницької компетентності вчителя української мови та літератури, встановлено родо-видові зв'язки між базовими та суміжними поняттями.

Висновки: уточнено зміст поняття «учитель української мови та літератури» (фахівець з мовно-літературної галузі знань, який має фундаментальну теоретичну підготовку з фахових дисциплін, володіє ключовими професійними та спеціальними (фаховими, предметними) компетентностями, сучасною методикою викладання та технологіями навчання, забезпечує якісне навчання української мови та літератури, розв'язує навчально-виховні, інноваційно-методичні, дослідницькі проблеми та створює соціокультурне середовище в освітньому закладі); уточнено зміст дефініції «дослідницька компетентність учителя української мови та літератури» (інтегративно-професійна властивість особистості, що синтезує особистісно-рефлексивні якості, сприятливі для реалізації вчителя-філолога в дослідницькій діяльності; систему цінностей та мотивацію здійснювати науковий пошук у галузі філології, методики, педагогіки; знання, уміння, навички, що забезпечують ефективну дослідницьку діяльність; готовність до саморозвитку на основі усвідомлення значущості дослідництва в мовно-літературній галузі знань; успішний досвід наукового дослідження; здатність вирішувати науково-методичні проблеми та реалізовувати інтеграцію освіти і науки у вивченні мови та літератури).

Ключові слова: педагогічна освіта, учитель української мови та літератури, дослідницька компетентність учителя української мови та літератури

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