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Distinguishing Features of the Organization of the Scientific and Research Work of Philology Students in Methods of Teaching World Literature

Among the priorities of modernizing national higher education is the formation in the students of "modern world outlook, creative abilities and skills for independent scientific cognition, self-education and self-actualization of an individual," preparation of "skilled specialists capable of creative work, professional development, mastering and implantation of research-intensive and information technologies ..." [3]. In the context of the integration into the European educational space and the introduction of competence model of training, the problem of intensification of students' scientific and research work (SSRW) on the basis of a systematic approach is gaining prominence.

The goal of the article is to reveal the features of the scientific and research work of philology students in the Methods of Teaching World Literature and to identify effective methods and forms of its organization in the system of professional training.

The methodological basis of this research is formed by the works of the following scientists: I. Kovaleva, V. Kraevsky, N. Kuzmina, I. Ponomareva, V. Slastonin etc. Individual aspects of the problem of scientific and research work and forming on its basis professional competence have been investigated by A. Verbitsky, O. Volkova, T. Kalashnikova, O. Kutsevol, N. Postalyuk, V. Proshkin, N. Saprykina, I. Sopivnyk, etc.

Researchers pay special attention to the renovation of methodology, development of the new principles, content, technological support of research in higher professional education, including teacher training. For example, examining the theoretical and methodological foundations of developing creativity in prospective

language and literature teachers, O. Kutsevol, among its main prerequisites, names the activation of the students' research work and priority of the creative elements in both the in-class and out-of-class academic work [1, p. 161]. Discussing the dependence of students' academic performance on the degree of their involvement in the research work, N. Saprykina proves that the latter significantly activates the development of professional skills of prospective philologists, namely "creative thinking, research skills..., develops a scientific intuition, creative approach to gaining and applying knowledge" [4, p. 346]. Analysis of the scientific findings in this area attests to the significance of higher education fundamentalization, its reorientation to constant self-improvement, professional growth, and creativity of the faculty. Thus, the primary task of Teaching Methods is to optimize the students' scientific and research work and to implement effective methods and forms of its organization into the coursework.

The syllabus of the university course Methods of Teaching World Literature is organized according to the "Language and Literature (English, German, Polish, Czech, Bulgarian, etc.)" curricula at the end of undergraduate course of study (seventh or eighth semesters). At this period, students complete basic philological education and acquire theoretical knowledge, practical skills, and experience necessary for their further professional development as teachers of World Literature in the secondary school. Research work plays an important role in this process. Considering the applied nature of Methods of Teaching, the research work should be organized on the basis of systematic, scientific, problematic, developmental and competence approaches, interrelation between theory and practice, teaching/learning and research, interdisciplinary collaboration. The research work organization should be based on the unity of the main areas, types, and forms of its implementation.

At the initial stage of the implementation of SSRW, students' knowledge of research methods in methodology is deepened, the ability to analyze World Literature courseware is developed, as well as the ability to summarize the advanced educational experience and to determine urgent scientific problems and articulate them are promoted. To this end, each practical class is supplemented with a set of

questions and tasks to enhance such professionally significant qualities of prospective teachers-philologists, as analytical, critical, and flexible thinking, creative approach to resolving methodological problems.

The first seminar, devoted to the analysis of the World Literature courseware, is supplemented with the following additional questions and tasks:

1. To examine the main stages of the World Literature syllabus development; to characterize scientific approaches to school syllabi development in history of the national science.

2. To analyze main achievements and challenges of developing the World Literature syllabus.

3. On the basis of the materials featured in the journal "World Literature in the Secondary Schools of Ukraine" (2007. – № 2-8), determine the cause of the emergence of the scientific discussion about the World Literature school syllabi.

4. How reasonable and constructive were, in your opinion, the critics' comments and suggestions with regard to the World Literature school syllabi?

5. What were the results of the scientific discussion concerning teaching methods as a science and school teaching practice? Did such discussion promote the improvement of school syllabi? Why?

6. To develop an educational project titled "New Generation School Syllabus (text-book) in World Literature – a Step to Meet the Dream".

7. To prepare a presentation of an own educational project according to the following plan: a) idea, b) concept, c) substantiation, d) advantages and disadvantages, e) material and technical base, resources, f) prospects of implementation.

The next seminar "The Teacher of World Literature" includes actualization of the students' experience, their observations of the educational process and deepening their knowledge about the personality of philologist and his/her professional work. To facilitate the holistic comprehension of the problem, students were proposed to

trace the formation of professional requirements to the teachers of literature in the history of methodology, to prepare a report titled "Creative Portrait of a Philologist" on the basis of the recommended sources, to conduct a survey "Modern Teacher of World Literature: from Ideal to School Reality", to explain the methodological notion "creative laboratory of a philologist", to identify the components of the creative laboratory of a World Literature teacher, and to outline the ways and means of its enrichment.

Gradually, tasks for SSRW become more complicated, whereas the research in the area of teaching methods becomes systematic. For example, the seminar "Formation of the Reader's Personality in the Course of World Literature at School" includes questions about the main periods and criteria of literary development, the principles, content, and approaches to literary development in secondary school. Furthermore, this topic raises important aspects of the problem, such as gender specificity of reading in the secondary and high school students, the tradition of family reading and its revival within the World Literature school course, the use of innovative information technologies in promoting reading in secondary schools, the role of arts and related types of creative activity in the development of reading competence in pupils/students, distinguishing features of the literary development of pupils/students in urban and rural areas. To reveal the abovementioned aspects, the students will have to expand the source base of their research, to reach the level of inter-disciplinary and inter-art integration, to demonstrate the ability to conduct experimental research.

Several seminars are given for the students to master the technique of in-depth study of literary works of different genres. To this end, they reveal the specific character of school analysis and interpretation, master the traditional ways and means of the in-depth work with the text, and critically re-evaluate contemporary practice of organizing the students' analysis and interpretation. The following additional questions and tasks will promote the students' independent research:

1. What is the difference between school and scientific analysis and interpretation? To prove the expediency of the use of the methodological terms of "school analysis", "school interpretation".

2. How to ensure the unity of the key stages of the study of a literary work during the lesson of World Literature: reading – analysis – interpretation?

3. Is there any alternative to traditional ways of analysis?

4. What is the technology of the analysis (interpretation) of the literary work during the World Literature lesson?

5. What are the distinguishing features of senior students' in-depth study of epic (lyric, drama) works?

6. Make a list of analytical and interpretational skills that students must learn at the World Literature lessons.

7. Comment on the statement by V. Marantsman that "contemporary reading of literary works at school is impossible without taking into consideration the artistic interpretation of the classics" [2, p.131].

8. What types and forms of interpretation can be used in classroom (extracurricular) work on World Literature?

9. Prepare a detailed plan of the lesson devoted to the in-depth study of an epic (lyric, drama) work out of the reading list, compare it with traditional teaching approaches.

SSRW system in Teaching Methods allows for the use of both individual and group forms of organization (problem groups, academic clubs, student conferences, etc.), which focuses research activity, optimizes learning, brings in additional materials, makes educational process more problematic. For example, during the preparation for the seminar "World Literature Courseware", a problem group is formed to study the state and prospects of an electronic textbook implementation. Under the teacher's guidance, students articulate the methodological problem ("Theoretical and Technological Principles of the Organization of Students' Reading Using E-textbooks on World Literature") and outline the range of issues to research:

1. Penetration of new information technologies into education as an urgent scientific problem.
2. Psychological and pedagogical terms of organizing the educational process based on new information technologies.
3. Role of new information technologies in the improvement of contemporary practice of teaching World Literature.
4. The students' reading competence development using electronic textbooks during World Literature lessons.
5. Technological support of students' extracurricular activities with the help of electronic textbooks (library) on World Literature.
6. Formation of positive attitude to reading with the help of electronic textbooks on World Literature.

During the allocated time, members of the problem group are supposed to collect and process the materials on the selected issues, discuss them at meetings, coordinate their own views and positions, develop common approaches to conducting the research and presentation of its results. At the final stage, the students prepare scientific reports, presentations of research projects (pilot programs), publications, etc.

Effective form of SSRW is a scientific club, which allows for in-depth study of an urgent methodological problem or a range of problems during out-of-class sessions. Research work of club members is more independent, and, thus, they prepare a list of issues to discuss during each meeting of the club, write bibliography, collect material for presentations (announcements, reports, discussions) on selected topics. The professor acts as a coordinator, who directs the research work of club members, introduces problematic elements into it. The best scientific achievements are made public during student research seminars and conferences and are used for writing term and undergraduate papers.

Results of our research confirm the assumption of the necessity of the systematic approach to the organization of the scientific and research work of philology students and lead to the following conclusions:

1. SSRW in Methods of Teaching World Literature is distinguished by the integrated character and high level of independent students' work and students' initiative; it depends on the quality of the students' theoretical and practical experience and aims at deepening professional training and personal development of further philologists.

2. The efficiency of SSRW is subject to the unity of ways and means of its organization.

3. Selection of methods, types, and forms of SSRW is conditional on the academic objective of the course and should lead to the resolution of the most difficult scientific and practical problems of teaching World Literature.

Among the perspectives of the further research into the problem under examination are the determination of quantitative and qualitative parameters of SSRW assessment and the development of the system of differentiated research tasks for each module within Methods of Teaching World Literature.

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Вітченко А. О. Особливості організації науково-дослідної роботи студентів-філологів з методики викладання світової літератури

Статтю присвячено розкриттю особливостей науково-дослідної роботи студентів-філологів з методики викладання світової літератури, визначенню технологічних підходів до її організації в системі професійного навчання.

Ключові слова: науково-дослідна робота студентів-філологів, пошукова діяльність, методика викладання світової літератури.

Витченко А. А. Особенности организации научно-исследовательской работы студентов-филологов по методике преподавания мировой литературы

Статья посвящена раскрытию особенностей научно-исследовательской работы студентов-филологов по методике преподавания мировой литературы, определению технологических подходов к её организации в системе профессионального обучения.

Ключевые слова: научно-исследовательская работа студентов-филологов, поисковая деятельность, методика преподавания мировой литературы.

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The article is devoted to the analysis of distinguishing features of the organization of scientific and research work of philology students within the course of Methods of Teaching World Literature and the determination of technological approaches to its organization in the system of professional training.

Key words: scientific and research work of philology students, research, Methods of Teaching World Literature.

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