

The Role of Innovative Technologies in Training Future Teachers of Language and Literature

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Annotation. The article focuses on teaching the Ukrainian Literature in higher schools, on the key problem of education reform involving the realization of interactive technologies and the efficiency of implementing new methodological ideas into the education process. The specific use of innovative methods and techniques while teaching Literature courses at higher schools was considered.

Keywords: *methodological innovation, interactive technologies, innovative teaching methods and techniques, Ukrainian Language and Literature teacher.*

Formulation of the problem. During the development of Ukrainian state, the society makes high demands on the education quality. The importance of Ukrainian literature and humanities, in general, is increasing, as they contribute to the spiritual and moral development of an individual, his outlook and the formation of general culture. Therefore, the professional development of teaching staff and their professional skills is an important condition of education modernization and requires deep understanding, as being closely linked with the problem of improving the professional competence of future teachers.

The Law of Ukraine "On Higher Education" states that one of the the key objectives of higher education is "providing an organic combination of educational, scientific and innovative activity in the educational process" [1].

An important component of current teaching in higher schools is the realization of innovative, informative and communicative technologies and the implementation of efficient methodological ideas giving an opportunity to integrate different interactive and innovative teaching *methods*: project method, presentation method, teaching workshops, role play, problem-search tasks, modeling work in pairs, "brainstorming"; heuristic method, research method, analytical method, interpretative method, simulation method (M. Pentyliuk) [3], developing innovative thinking and the ability to build individual profession path of the students.

Literature review. The use of pedagogical technologies in the education process of higher schools is presented in the papers of V. Bepalko, N. Bondarenko, N. Balitska, N. Pobirchenko, O. Piekhota, O. Pometun, O. Snisar, E. Khairullina, etc.

Different aspects of pedagogical innovation is considered in the works of I. Bohdanova, H. Tokman, etc. The formation of students to innovative activity is focused on in the works of L. Babenko, M. Vechirko, D. Voitiuk, I. Havrysh, A. Linenko, etc.

In the last decades, a new concept of "innovative technologies of education" being studied by scientists, specialists in pedagogy and methodology (I. Bohdanova, N. Bondarenko, I. Havrysh, V. Kuz, O. Kucheruk, M. Pentyliuk, etc.), has been appeared in the modern pedagogical science and implemented in the education process of both high and higher schools.

The **purpose** of the paper is to reveal the expediency of using innovative technologies, methods and techniques of teaching Literature disciplines at higher school.

The presentation of material. I. Pidlasyi considers interactive, project and computer technologies to be innovative ones [4, p. 210-212]. H. Tokman distinguishes didactic heuristics, interactive learning, suggestopedia technology, the concentrated learning, text-formation technology, productive technology, module-developing learning among innovative technologies [6, p. 257-264]. The author stresses that creating the model of learning literary material, a teacher produces didactic basis and pedagogical technology at the same time, tools and techniques.

Considering the fact that a teacher deals with methodological innovation at Literature lessons, he applies innovative techniques like expertise, algorithm, "do as I", business game, role play, editorial basket, forum, debates, case studies, maze action, brainstorming, discussion, aquarium, microphone, project, training, incomplete sentences, a chain of associations.

The practical application of innovative methods in the process of professional training future teachers of the Ukrainian Language and Literature requires the use of visual and illustrative techniques of learning (paper and electronic). The most widespread means of information technologies are portfolio, electronic board, electronic textbooks, the use of various video materials, multimedia programs, reference books, electronic dictionaries, etc.

According to H. Tokman, some techniques can be transformed into teaching method. However, other scientists, O. Pometun, in particular, point out that the mentioned techniques are certain methods in terms of innovative technologies [5].

The formation of learning activity by means of innovative technologies helps to stimulate the interest and diversify students' learning activity, promote initiative, independence, creativity and mobility.

The word "interactive" means "able to interaction, dialogue", therefore, interactive teaching is directed towards the organization of cognitive activity that has concrete predetermined objective being the creation of such learning conditions under which every student feels his success and intellectual ability.

The essence of interactive technology consists in active position of a student, dynamic interaction of all participants of teaching process: "teacher – student", "student – student", "student – teacher – student". Having dialogue character, interactive technology does not imply the dominance of a participant of inter-learning, during which the interaction of a teacher and a student changes all the time; there is also the change of relations among students. In-

teractive technology is based on the usage of such teaching methods as the work in pairs, small creative groups, aquarium, debates, forum, simplified court hearing on literary character, discussion, microphone, round table, etc. [4]. For example, we offer Philology students at the lessons of "The Ukrainian Literature of the 20th century" to apply dialogue technology on the basis of the comparative literature studies (comparative studies) entitled "Dialogue of Cultures". This technology is based on the principle of interdisciplinary relationship of the Ukrainian and world literature (on the example of establishing parallels between the works of "I" (Romance)" by Mykola Khvylovy [7] and "The Metamorphosis" by Franz Kafka [2]).

To implement this technology, we should apply non-traditional form of a lesson, *a role play*, with previous distribution of roles: three persons for the role of literature critics and the main characters (the main character of Mykola Khvylovy's novel "I (Romance)" being "I" and the main character of Franz Kafka's novel being Gregor Samsa).

The first "literary critic" intended to study and present the information about literature and art of the late 19th and early 20th centuries, Modernism, its main features and factors, which led to the emergence of Modernism. The second and third "literary critics" had to analyze the ideas of "I (Romance)" novel by M. Hvylovy and "The Metamorphosis" novel by Franz Kafka.

The first literary critic: (The first slide)

The emergence of Modernism of the late 19th century was preceded by the terms of philosophical and aesthetic order. Modernist writers searched and found the art forms that reproduced the complex and contradictory era, showed the tragic state of a man in the brutal social reality. Modernism is based on the "philosophy of life". The founders of early Modernism were late romantics (Lesia Ukrainka, Charles Baudelaire).

Modernism (*from French Modern – modern, contemporary*) is a set of artistic movements, the movements of schools opposed themselves to traditional aesthetics of life emulation. Modernism is a protest against realism, the search for new forms of self-expression.

The features of modernism are:

- attention to the inner world of the individual;
- search for the new forms of expression, the synthesis of various art forms;
- search for new forms of expression, the synthesis of various art forms;
- intuitive vision of the world;
- the subjective view of the world;
- creating a new artistic reality.

(The second slide)

Modernism movements: symbolism, impressionism, futurism, expressionism, decadence, surrealism, Acmeism, Imagism and others.

(The third slide)

The turns in the history of the early 20th century:

- the consequences of World War I;
- October Revolution in Russia in 1917;
- Revolution of 1918 in Germany and 1919 in Hungary and, as a result, the collapse of the Austro-Hungarian Empire;
- global economic crisis;

- the emergence of fascism as a terrible event in human history;

- preparation of World War II and military actions.

(The fourth slide)

The Austrian writer Franz Kafka (1883-1924) and the chronicler of those events, the wisest contemporary of the Ukrainian literature Mykola Khvylovy (1893-1933) witnessed large and tragic changes taking place in Europe and in Ukraine in the early 20th century.

(The fifth slide)

(The characteristic of the artists' way of life and features of outlook)

The common thing of both writers is the fact that they are deeply thinking persons who are not indifferent to a man and the whole world in general. The high level of artistic skill and implementing polysemantic symbols and allegorical images allowed both writers to express the tragedy of human destiny with great force.

The human morality collapse and the destruction of spirituality are illustrated by M. Khvylovy's novel "I (Romance)" and F. Kafka's novel "The Metamorphosis".

Then the word is given to the characters of the novels.

I, a character of M. Khvylovy's novel "I (Romance)", who personified the moral decline of a person:

I am the main character of the novel, without a name, which, in the name of revolution, stepped over human values, the most sacred human feelings: love of a mother, conscience, compassion. "I" am a man who, in the name of a bright future, will not stop for life of a mother or a brother or a son. I cannot stop because it was predatory and cruel reality of life. Reality is hopeless as death.

A son cannot deviate from the obligation to kill his mother: "Then I was in bliss covered by the fire of some impossible joy, threw my hand on my mother's neck and pulled her head to my chest. Then I raised the Mauser and pressed down on her temple. As a cut ear, she leaned on me..."

People like "I" with clouded consciousness, expose the priority of revolutionary reality, "heroic deeds" are deformed in terrible sin and lead into the abyss of moral death.

Gregor Samsa, a character of F. Kafka's novel "The Metamorphosis", who revealed the tragedy of an individual's alienation:

I am Gregor Samsa from Prague, a son of poor inhabitants, the people with purely material interests and primitive tastes. I work as a salesman supporting the whole family (17-years-old sister Grete, his mother and father). My life is continuous hard and boring work. One morning, I wake up finding myself transformed into an insect. When I brought to my family in a new form, the family felt fear, terror, disgust, and felt that their life is fundamentally changed. People, weak and helpless, at the first sight, become independent. But the worst thing in this metamorphosis is that my sole having turned into an insect remains human and requires spirituality.

Nobody has any sympathy to me, unhappy one; nobody thinks why there has been an unusual transformation. Indifferent, heartless and cruel attitude of the family is striking. Grete offers parents even to get rid of me because I do not bring them any good but only inconvenience. I realize the only way out in this senseless situation is death.

The second literary critic:

Cruel and heartless attitude of the characters to their close people is frustrating in both novels.

M. Khylovy showed the duality of human "I" in his novel "I (Romance)". Good and Evil live in human soul, and fanatical commitment to ideas requires killing, destroys a sense of justice, ruins human personality, understanding of good and evil. This "mechanism" transforms people into degenerates who thoughtlessly carry someone else will. The character of the novel kills a human being in himself. M. Khylovy's novel is beyond time because the problem discussed deals with the past and present.

The third literary critic:

F. Kafka showed in his novel "The Metamorphosis" the real world that seems quite normal for a man is cruel and terrible. This world does not care about a "little man" who is locked in a circle of matter. Therefore, not only Gregor Samsa has been transformed but the whole society. According to the author, such a world is doomed because a man is dying in it. F. Kafka predicted the emergence of fascism.

The most crucial step in the interactive technology is the application of the *research* method based on the poems selected by creative groups. We offer the following task to our students.

At the beginning of the lesson the students were given the poems of the poets of 60-s, particularly, M. Vinhranovskyi, I. Drach, L. Kostenko, V. Stus. Each creative group should choose only one poem for a detailed analysis distinguishing all characters, feelings and thoughts of the author and their own, which appear while reading the text; the expressive means are at four levels:

- tracks (epithet, simile, metaphor, metonymy, personification, impersonation, synecdoche, hyperbole, litotes, allegory, symbol, irony, sarcasm);
- stylistic figures (tautology, pleonasm, oxymoron, grading, ellipsis, parallelism, antithesis, poetic ring, refrain, asyndeton, polysyndeton, dislocation, rhetorical questions, rhetorical objection, rhetorical appeal, rhetorical hail);
- lexical means (synonyms, homonyms, antonyms, paronyms, archaisms (literary and lexical), neologisms, dialect, professionalism, barbarisms, jargon, lexical repetition);
- phonetic phenomenon (anaphora, epiphora, truncation sounds, assonance, alliteration, tautogram, onomatopoeia).

While performing detailed analysis, one should solve the problems related to the definition of poetical features (cross, parallel, blank verse) and poetical size (iamb, trochee, dactyl, amphibrach, anapaest).

As the analysis of a poetic text needs to identify aesthetic feelings and emotional sensitivity of a listener (reader), and poetry forms the aesthetic tastes and preferences having the ability to integrate into other areas of human life and the arts, therefore, the final step in the students' study was the task "Find a melody to text". The future teacher of the Ukrainian Language and Literature should consider the types of poetry (pastoral, intimate, civil). For example, for the poem "Autumn Day" by Lina Kostenko, the students were offered the following music: "Seasons", "Autumn" by P. Chaikovskyi, "Spring and Autumn" by G. Sviridov, "Bizzard" from the film, "Sea-

sons", "Autumn" by Vivaldi.

However, two methods, like *aquarium* and *microphone*, are proposed to be used parallel within one technology. Three persons should be chosen to solve the following tasks. We propose the following questions for the final talk by means of microphone method:

- What tasks were difficult for you and why?
- What questions should be excluded because they are easy or of secondary importance?
- What tasks promote your professional skills? Name them.
- Interactive technology was used on the basis of such teaching methods as the work in pairs, creative groups, and the method of research, aquarium, and microphone. What methods do you think appeared inefficient? What active methods do you propose to use?
- What practical task do you like most?
- What would you like to change in the methods of practical lesson organization?

Discussion method can be used within interactive technology. For example, at the lesson on the analysis of I. Kotliarevsky's dramatic works, the students were proposed to prepare to the discussion on the play of "Natalka Poltavka". The aim of the discussion was to prove or disprove the statement "According to all the laws of genre, the play "Natalka Poltavka" is (un)dramatic work".

Preparing to the discussion the students should consider:

- the features of drama as literary mode;
- genre specific nature of dramatic work, its difference from other literature modes and genres;
- the availability or lack of conflict in the work, its problems;
- the causal connection between the events in the work;
- the structure of narrative (acts, pictures, appearances);
- the availability of actors, monologues, dialogues, polylogue, replicas, remarks;
- the position of actors to address the "love triangle" in the work: Petro - Natalka - Voznyi;
- the common and different features of an epic and dramatic work;
- two kinds of art which drama combines.

Considering the fact that discussion may be prepared and improvised, it is the second type of discussion gives an opportunity for students to show different positions as to one and the same literary issue, characters' deeds. During the lesson, a teacher should encourage students to share thoughts with each other. The teacher's task is to pose a problem and to ensure it is being solved. At some stages, the teacher transfers the right to manage the discussion to one of the students, presenter, and interferes if the presenter fails to resume intermediate results of the discussion or to make the generalized conclusions at the final stage. Since drama is designed for stage performances, the last issue of the improvised part of the discussion is oral director comments on the decorations, music, light, costumes for the actors.

Results and discussion. The research has found that the use of innovative technologies and teaching methods at the practical lessons on literary subjects is directed to the formation of professional skills, knowledge integration of the future teachers of the Ukrainian Language and Literature and promotes the efficiency of the professional

training of students in general.

Conclusions. Thus, the methodology of using innovative methods and technologies in the education process of a higher school is actual current scientific problem, which

is insufficiently studied in professional methodologies. The role and place of computer innovative technologies in the professional training of future Philology teachers demand further study.

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Аннотация. Роль инновационных технологий в обучении будущих учителей языка и литературы

С. М. Яцына

Статья посвящена изучению украинской литературы в высших учебных заведениях, основной проблеме реформы образования, связанной с реализацией инновационных технологий и эффективностью внедрения новых методологических идей в учебный процесс высших учебных заведений Украины. Эффективность профессиональной подготовки студентов-филологов, в частности формированию у них профессиональных умений, повысится через активное внедрение инновационных технологий и приемов обучения на практических занятиях по литературоведческим дисциплинам. Использование таких технологий, как дидактическая эвристика, интерактивное обучение, технология текстообразования, диалоговая технология, приемов эвристической беседы, сравнения, сопоставления и противопоставления, работа в парах, в творческих группах, ролевая игра, аквариум, микрофон и тому подобное влияет на повышение эффективности обучения. Раскрыта сущность интерактивной технологии, которая заключается в активной позиции студентов, взаимодействия всех участников учебно-воспитательного процесса. Автор предлагает на занятиях по дисциплине «Украинская литература XX века» применять диалоговую технологию на основе сравнительного литературоведения, что строится по принципу межпредметных связей украинской и мировой литературы. Для внедрения этой технологии автор рекомендует нетрадиционную форму занятия - ролевую игру с предварительным распределением ролей (на примере изучения произведений М. Хвильевого «Я (Романтика) и Ф. Кафки «Превращение»). В статье проанализирована методика использования инновационных методов и технологий в учебном процессе в вузах, а в дальнейшей работе не обходимо определить роль и место компьютерных инновационных технологий в профессиональной подготовке будущих учителей украинского языка и литературы.

Ключевые слова: методологические инновации, интерактивные технологии, инновационные методы обучения и методики, будущий учитель украинского языка и литературы.