FORMATION OF PROFESSIONAL COMPETENCES OF PHILOLOGY STUDENTS IN THE PROCESS OF PRACTICAL TRAINING

Abstract. The article deals with the formation of professional competences among students of higher education in the process of self-analysis of Ukrainian literature lessons during pedagogical practices. Attention is paid to the peculiarities of literature lessons, tasks of practical training. A number of practical skills are considered, which students of higher education should master in the process of various types of practices and optimal methodological aspects of lesson organization and analysis in accordance with the latest requirements of the theory and practice of studying Ukrainian literature in an institution of higher pedagogical education. The method of forming the professional competence of future philology teachers has been improved. The main attention is paid to the writing of course and qualification papers on the Ukrainian language and literature, which is the final link, evidence of the readiness of future specialists for practical activities. One of the most important requirements for writing scientific papers is the use of an experiment.

It was noted that ensuring effective professional training of future social workers depends not only on the quality and level of theoretical training, on the amount of knowledge acquired by students, but also on practical training. This contributes to the processes of self-improvement of the personality of the future specialist, which are carried out thanks to the creation of conditions for the manifestation of creative activity, the formation of his readiness for professional self-improvement thanks to the development of such general competence as: knowledge and understanding of the subject field, understanding of professional activity; ability to apply knowledge in practical situations; development of ways to overcome problems and search for effective methods of solving them; the ability to generate new ideas and creativity in the professional sphere; the ability to master modern knowledge, etc.

Keywords: competence, professional competences, philology students, Ukrainian literature lesson, pedagogical practice, professional skills, self-analysis of the lesson.
ФОРМУВАННЯ ФАХОВИХ КОМПЕТЕНТНОСТЕЙ У СТУДЕНТІВ-ФІЛОЛОГІВ У ПРОЦЕСІ ПРАКТИЧНОЇ ПІДГОТОВКИ

Анотація. У статті йдеться про формування фахових компетентностей у здобувачів вищої освіти у процесі самоаналізу уроків української літератури під час педагогічних практик. Увага приділена особливостям уроків літератури, завданням практичної підготовки. Розглядається низка практичних умінь, якими здобувачі вищої освіти мають оволодіти у процесі різних видів практик та оптимальних методологічних аспектів організації та аналізу уроку відповідно до найновіших вимог теорії та практики вивчення української літератури у закладі вищої педагогічної освіти. Удосконалено методику формування професійної компетенції майбутніх учitelів-філологів. Основна увага приділяється до написання курсових і кваліфікаційних робіт з української мови та літератури, що є підсумковою ланкою, свідченням готовності майбутніх фахівців до практичної діяльності. Однією з найважливіших вимог до написання наукових праць є використання експерименту. Відмічено, що забезпечення ефективної професійної підготовки майбутніх соціальних працівників залежить не лише від якості та рівня теоретичної підготовки, від обсягу набутих студентами знань, а й від практичної підготовки. Це сприяє процесам самовдосконалення особистості майбутнього фахівця, які здійснюються завдяки створенню умов для прояву творчої активності, формуванню його готовності до професійного самовдосконалення завдяки розвитку такого загального компетентності як: знання та розуміння предметної галузі, розуміння професійної діяльності; вміння застосовувати знання в практичних ситуаціях; розробка шляхів подолання проблем і пошук ефективних методів їх вирішення; здатність генерувати нові ідеї та креативність у професійній сфері; уміння оволодівати сучасними знаннями тощо.

Ключові слова: компетентність, фахові компетентності, студенти-філологи, урок української літератури, педагогічна практика, професійні вміння, самоаналіз уроку.

Formulation of the problem. Scientists analyze communicative competence as a leading, professional one for future philologists. The analysis of scientific sources shows that the problem of the formation of speech competence was and is
the subject of consideration by Ukrainian scientists: S. Nikolayeva, M. Pentylyuk, O. Petrashchuk, P. Serdyukov, V. Skalkin and foreign ones I. Bim, M. Vyatyutnev, N. Freeman, S. Savingnon, M. Swain, Ch. Velde psychologists, linguists, teachers, since it is about training specialists.

Communicative skills affect almost all aspects of a person's life, and communicative education is an important factor of social development. Communicative education contributes to the development of critical thinking, the formation of leadership qualities and positive self-esteem, physical and mental health of a person. Speaking competences include the ability to be logical, coherent, sufficiently complete, communicatively motivated, and correct in the linguistic sense.

The purpose of the article: to reveal and improve the professional competences of philology students in the process of practical training.

Presentation of the main research material. Some aspects of the problems of linguistic didactics are highlighted in separate publications of scientists: the method of language training of students T. Donchenko, L. Matsko, O. Semenog, M. Stepanenko; formation of professional competence among students of Romano-Germanic philology V. Barkasi, L. Vovk, S. Danylyuk, O. Misichko; formation of professional linguistic and communicative competence of students of Ukrainian philology T. Symonenko; peculiarities of formation of rhetorical competence N. Golub; communicative competence V. Rudenko; linguistic and didactic competence of future teachers of the Ukrainian language and literature N. Ostapenko; formation of discourse competence of A. Popov; language-didactic strategy of teaching Ukrainian language to students of non-special faculties O. Lyubashenko.

In addition to separate publications devoted to the method of forming strategic competence in younger students in the process of learning to read by H. Kuznetsov, during oral communication of students in the format of intercultural communication by L. Karev, in mastering foreign language listening by younger students by L. Yasenchik. Some aspects of the formation of activity (strategic) competence in high school students and students of philological faculties are discussed in the works of N. Bilonozhko, I. Drozdova, L. Mamchur, N. Shcherba, and others. However, consideration of the problem of formation of activity (strategic) competence in students in Ukrainian language lessons is not given enough attention.

As a result of the study of special literature on the research problem, it was established that the transition of Ukrainian secondary schools to competency-oriented education is one of the important conditions for the entry of national education into the European space.

A competent approach maximizes self-development of the student's creative personality, develops the ability to realize oneself according to one's inclinations; is based on the formation of extra-subject (basic, key), general-subject and subject competencies in the student's personality, which comprehensively contribute to the education of independent, proactive and responsible citizens of the state. It was
found out that the peculiarities of the methodology of the implementation of the competence approach during the teaching of the Ukrainian language in the secondary comprehensive school were revealed in the works of M. Pentylyuk (the use of ideas of competence-oriented education in the formation of the linguistic personality of the student).

Modern educational practice is characterized by an increasingly intensive focus on the competency-based approach, which involves the acquisition of knowledge, skills and experience by students for fluency in language as a tool for thinking and communication.

The teaching of the Ukrainian language in a modern comprehensive school according to the National Doctrine of the Development of Education of Ukraine in the XXI Century, the concepts of language education, the State Standard of Basic and Comprehensive General Secondary Education of Ukraine is oriented towards the formation of an individual who is fluent in the means of language in any speech situation, expresses his own opinion, adheres to the rules of speech etiquette. Therefore, there is a need to improve language lesson technology, methods and means of teaching, to give priority to the communicative-activity approach to the study of language phenomena as a basis for conscious, meaningful work on the formation of students' speaking abilities and skills [2-5].

Ensuring effective professional training of future social workers depends not only on the quality and level of theoretical training, on the amount of knowledge acquired by students, but also on practical training. It contributes to the processes of self-improvement of the personality of the future specialist, which are carried out thanks to the creation of conditions for the manifestation of creative activity, the formation of his readiness for professional self-improvement thanks to the development of such general competencies as: knowledge and understanding of the subject area, understanding of professional activity; ability to apply knowledge in practical situations; development of ways to overcome problems and find effective methods of solving them; the ability to generate new ideas and creativity in the professional sphere; skills to master modern knowledge, etc. [1-5].

In institutions of higher education, great attention is paid to various types of practice. The terms of practices according to the curriculum are established and determined. Practice programs are formed on this basis. Educational institutions determine the bases of practice, taking into account the possibilities of realizing its tasks, knowledge, abilities, and interests of higher education seekers.

**Organization and management of practice:**

Responsibility for the organization, conduct and control of practice rests with the head of the ZVO. Educational and methodical guidance and implementation of practice programs are provided by the departments responsible for the training of students of higher education. The general organization of practice and control over its conduct at the university is carried out by the educational and methodological department. Experienced teachers of the departments, who, as a rule, took a direct
part in the educational process and teach disciplines related to the content of the practice, are involved in the management of students' practice.

The organizational measures that ensure the preparation and procedure for conducting practice are:

- development of end-to-end and work programs of students' practice, the preparation of which is carried out at different levels of education;
- determination of practice bases;
- appointment of practice managers;
- conclusion of a contract for practice;
- drawing up an estimate-calculation regarding the costs of student practice (if necessary);
- compilation of topics for individual tasks for practice in agreement with the practice base;
- preparation of reporting documentation forms based on practice results.

The main organizational and methodical document regulating the activities of students and practice managers is the end-to-end practice program.

Practice programs must meet the requirements of higher education standards, take into account the specifics of the specialty and the latest achievements of science and industry. Therefore, it is recommended to review and refine work programs of practice with the participation of employers in the relevant field.

It is recommended to include the following sections in the practice program:

- goals and objectives of practice;
- organization of practice;
- content of practice;
- safety equipment during practice;
- individual tasks;
- requirements for the practice report;
- summary of practice.

In addition, sections of the internship program may include methodological guidelines (recommendations) for internships, a list of literature and necessary documentation, measures that contribute to consolidation of knowledge acquired during training.

An individual task is developed by the head of practice from the department and issued to each student. The content of the individual task should take into account the theoretical training of students; specific conditions and capabilities of the enterprise (organizations, institutions);

to meet both the needs of production and the goals and objectives of the educational process.

Enterprises (organizations, institutions) used as practice bases must meet the following requirements:
- availability of structures corresponding to specialties for which specialists are trained;
- the possibility of qualified management of students' practice;
- providing students with the opportunity to work in full-time positions during the internship, the work of which corresponds to the internship program (if there are suitable vacancies);
- giving students the right to use the library, laboratories, technical and other documentation necessary for the implementation of the internship program, taking into account the confidentiality policy of the enterprise, institution;
- the possibility of further employment of graduates.

Students are sent to practice in accordance with the order prepared by the department that determines the practice load no later than a week before the beginning of the practice period.

The rector's order on student practice determines:
- place and terms of practice;
- composition of student groups;
- manager responsible for the organization of the practice and preparation of the final report based on its results;
- an official who is entrusted with the general organization of practice and control over its conduct;
- those responsible for safety equipment are appointed for the period of practice.

At the beginning of practice, students must receive an instruction on labor protection, familiarize themselves with the rules of the internal labor regulations of the enterprise, the procedure for obtaining documentation and materials.

When students are enrolled in full-time positions during their internship, depending on the availability of vacancies, they are subject to labor legislation and the rules of the company's internal labor regulations.

The rules of the company's internal labor regulations apply to students who are not enrolled in full-time positions.

The duration of students' working hours during the course practice is regulated by the Labor Code of Ukraine and amounts to 36 hours per week for students aged 16 to 18, and no more than 40 hours per week for students aged 18 and older.

Educational and methodological department:
- registers contracts and orders on matters of practice;
- supervises practice, analyzes and summarizes its results;
- supervises the development of practice programs;
- analyzes reports based on practice results.

The priority allocation of students for practice is carried out taking into account orders for the training of specialists and their future place of work after graduation, as well as in accordance with long-term contracts concluded with enterprises, institutions, and organizations.
Practice bases, represented by their managers, together with practice managers, are responsible for the organization, quality and results of students' practice.

The head of the practice from the enterprise providing general management of the practice:
- is responsible for conducting practice within the limits of his competence;
- organizes practice according to practice programs;
- determines the places of practice, ensures the highest efficiency of its passage;
- organizes training on occupational health and safety, safety techniques and fire safety by relevant specialists;
- ensures implementation of the training schedules agreed with the curriculum for the structural divisions of the enterprise;
- provides students-interns with the opportunity to use available literature, necessary documentation;
- ensures and monitors compliance by students-interns with the rules of the internal procedure;
- creates the necessary conditions for interns to learn new equipment, advanced technologies, and modern methods of work organization;
- participates in filling the relevant part of the individual task.

The dean of the faculty is responsible for organizing and conducting practice at the faculties, who:
- supervises educational and methodological support of practice at the faculty;
- informs students about the place, terms of practice and reporting forms; coordinates student proposals regarding the place of practice taking into account the norm;
- supervises the organization and conduct of practice by departments, the implementation of the practice program, the timely compilation of credits and reporting documentation based on the results of practice;
- listens to departmental reports on practice at the faculty council.

**Head of practice:**
- develops the practice program and, if necessary, revises it (but at least once every 3 years);
- develops the topics of individual tasks, which takes into account the expected topics of bachelor's and diploma theses (projects);
- concludes contracts with enterprises (organizations, institutions);
- agrees with the head of practice from the enterprise (organization, institution) individual tasks, taking into account the specifics of the place of practice;
participates in the distribution of students by places of practice;

- monitors the timely arrival of students to the places of practice;

- determines the readiness of practice bases and ensures the implementation of all organizational measures before the start of practice: briefing on the procedure of practice, provision of necessary documents to intern students in electronic form (practice programs, contract for practice and further employment of students, individual tasks, methodological recommendations for registration reporting documentation, etc.), the list of which is established by the university;

- prepares draft orders and decisions on matters of practice;

- supervises the provision of normal working and living conditions for students and conducts mandatory briefings on labor protection and safety techniques with them;

- supervises the implementation of the internship program and its deadlines;

- provides methodical assistance to students during their performance of individual tasks and collection of materials for the final thesis;

- conducts mandatory consultations on the processing of the collected material and its use for the internship report, as well as in the final work;

- informs students about the procedure for submitting practice reports;

- accepts the defense of students' reports on practice as a member of the commission, on the basis of which it evaluates the results of students' practice, assigns grades to the score books;

- submits student reports on practice to the department;

- submits a written report within a week from the date of the practice assessment with comments and suggestions for improving students' practice. The report is coordinated by the educational and methodical department, approved by the head of the department, the dean of the faculty/director of the institute, the first vice-rector.

**During practice, students are obliged to:** before the beginning of practice, receive from the head of practice an individual task for practice, methodical materials and consultations regarding the preparation of all necessary documents; arrive at the practice base on time; to fully perform all tasks provided for by the internship program and the instructions of its supervisors; study and strictly observe the rules of labor protection, safety and industrial sanitation and internal labor regulations; to be responsible for the work done; timely draw up reporting documentation and make a credit from the practice.

**Summary of practice:** At the end of the internship period, students report on the implementation of the internship program and the individual task in the form of a written report, signed and evaluated directly by the supervisor from the internship
base. The written report, together with other documents, is submitted to the department for review by the head of practice. The report must contain information on the student's performance of all sections of the practice program and individual assignment, have sections on occupational health and safety (as needed), conclusions and proposals, a list of references.

**Conclusions.** In the process of research, insufficient substantiation of theoretical foundations and lack of practical development of the problem of formation of activity (strategic) competence in elementary school students in Ukrainian language lessons was revealed in the methodological literature. The main conceptual provisions of the implementation of the competence approach to teaching subjects in secondary general educational institutions became the basis for the development of the methodology for the formation of four groups of skills (organizational-control, general cognitive, creative and aesthetic-ethical), which are important components of the activity (strategic) competence of primary school students. In the process of solving the tasks defined in the research, a number of theoretical and practical results were obtained.

The essence of the concepts "competent approach to learning the Ukrainian language in primary school" was specified and the relationship between it and the personally oriented approach was established. It was found that competence is an integrated concept that represents a qualitative characteristic of a student's personality, an effective block of his school training in an academic discipline, which is based on a combination of interrelated cognitive attitudes, practical abilities and skills, acquired experience. Competence is considered as a predetermined condition, a standard norm fixed in regulatory documents (school curriculum), which must be met (fulfilled) in the learning process. It was found that communicative competence consists of language, speech, sociocultural and activity (strategic) competences. Prospects for further scientific research in this direction can be seen in a more detailed consideration of issues regarding the structural features of the professional competencies of future philological specialists.

**References:**
Література:


