THEORETICAL AND PRACTICAL MEANS OF ACTIVITY-BASED APPROACH IN TEACHING STUDENTS

Abstract. The article states that the essence of the principle of the activity approach to the education of students consists in holistic learning combined with the activity of students, in which they and the teacher are in a mutually balanced relationship. The central link of the learning process is the student who, with the help of a teacher-partner, mentor, assistant, finds his own way of self-development. At the same time, the teacher's activity gradually recedes into the background. That is why the activity approach is preparation for solving tasks independently and prepares the future specialist for professional work. The main task is to teach students to work or perform the actions and operations with the help of which the activity is implemented. Knowledge can be mastered only in the process of their use, only by operating on them.

The main concept of the activity approach is the task, i.e. the performance of actions by one or more individuals who, in a strategic sequence, apply their own competencies in order to achieve a certain result. The number of completed tasks determines the level of a language learner.

In most cases, the activity approach in education is not considered separately, but in combination with other components of problem-oriented education. Thus, the main approaches include personal-active, problem-active and communicative-active approaches.

The analysis of theoretical investigations devoted to the semantic processes caused by the peculiarities of the individual consciousness of the communicators provides grounds for conclusions about the ephemerality and simultaneous content significance of the processes of subjectivation of the meanings of utterances. The hidden nature and depth of real processes of meaning-making in human consciousness take them beyond the limits of possible scientific understanding only with the help of linguistic tools. Both a journalistic and an artistic text can serve as empirical material that proves the validity of the above hypothetical considerations.

Keywords: learners, activity approach, theoretical explorations, semiotic space, empirical material.
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ТЕОРЕТИЧНІ ТА ПРАКТИЧНІ ЗАСОБИ ДІЯЛЬНІСНОГО ПІДХОДУ У НАВЧАННІ СТУДЕНТІВ

Анотація. У статті зазначено, що сутність принципу діяльнісного підходу видаляні здобувачів освіти полягає у цілісному навчанні, поєднаному з активністю студентів, при якому вони та вчитель перебувають у взаємозалежному відношенні. Центральною ланкою процесу навчання стає саме студент, який за допомогою вчителя-партнера, наставника, помічника знаходить власний спосіб саморозвитку. Діяльність вчителя при цьому поступово відходить на другий план. Саме тому, діяльнісний підхід є підготовкою до самостійного вирішення завдань і готує майбутнього фахівця до професійно-трудової діяльності. Головним завданням є навчити студентів працювати чи виконувати дії й операції, за допомогою яких реалізується діяльність. Знання можна опанувати лише у процесі їхнього використання, лише оперуючи ними.

Основним поняттям діяльнісного підходу є завдання, тобто виконання дій одним або більшою кількістю індивідів, які у стратегічній послідовності застосовують свої власні компетенції з метою досягнення певного результату. Кількість виконаних завдань і визначає рівень того, хто вивчає мову.

У більшості випадків діяльнісний підхід у навчанні розглядається не окремо, а у сукупності з іншими складовими проблемно-орієнтованого навчання. Так, до основних підходів належать особистісно-діяльнісний, проблемно-діяльнісний та комунікативно-діяльнісний підходи.

Аналіз теоретичних розвідок, присвячених семантичним процесам, що зумовлені особливостями індивідуальної свідомості комунікантів, надає підстави для висновків про ефемерність і одночасну змістову значущість процесів усвідомлення смислів висловлення. Прихований характер і глибинність реальних процесів смислоутворення в людській свідомості виводять їх за межі можливого наукового осмислення лише за допомогою лінгвістичного інструментарію. Емпіричною базою, яка засвідчує обґрунтованість наведених вище гіпотетичних міркувань, може служити як публіцистичний, так і художній текст.

Ключові слова: здобувачі освіти, діяльнісний підхід, теоретичні розвідки, семіотичний простір, емпіричний матеріал.
Formulation of the problem. At the current stage of education development, the activity approach to learning is one of the leading ways of learning, which is aimed at improving the quality and effectiveness of the educational process. The active approach directs the educational process not to the passive acquisition of knowledge, but to the student's application of the theoretical knowledge he has acquired in practical types of educational work, and thereby to the formation of such key competencies of a modern student as the ability to cooperate or work in a team, the ability to self-educate, the ability be flexible etc. The active approach involves the integration of the student into the modern socio-cultural environment, his adaptation to modern living conditions. The effectiveness of the activity approach depends, first of all, on the interaction between the teacher and the student, while the student is considered as an equal partner, as a person who is at the center of all activities.

Analysis of recent studies and publications. The work of L. Vygotsky, P. Halperin, V. Davydov, O. Leontiev, C. Rubinshtein and others is devoted to the study of the activities of domestic scientists. Thus, S. Rubinstein notes that psychology should not ignore human activity, and emphasizes that the subject of the study of psychology should be not just the practical activity of people, but "their specifically psychological content, their motivation and regulation, through which actions are brought into line with those expressed in feelings, perception, consciousness by the objective conditions in which they are carried out." L. Vygotsky puts forward the idea of the origin of internal psychological activity from external. This idea is supported by P. Halperin, who studies the process of this transformation in detail. In addition, L. Vygotsky notes that human activity is not only oriented towards the external world, but also related to other people. O. Leontiev, defining activity as a system, summarizes that "activity, which is internal in its form, arising from external practical activity, does not separate from it and does not stand above it, but leaves a fundamental and, at the same time, two-way connection with it." In the scientific investigations of the mentioned researchers, the hierarchical nature of the activity, its structure and levels are also determined.

However, despite the number of works devoted to the study of the activity approach, there are still certain lacunae that have been overlooked by researchers. Thus, the majority of scientific research is focused on the implementation of the activity approach in the school educational process, while higher education remains on the periphery.

The purpose of the study is to substantiate the principle of the activity approach to teaching foreign languages in institutions of higher education.

Presenting main material. Currently, researchers have focused their attention, for the most part, on the study of two-composites in the German language, but the structure and semantics of three-component compound nouns have not been
the subject of special linguistic research in the aspect of the activity approach. Therefore, the relevance of the work is determined by the need for a comprehensive study of noun tricomposites in the German language on two linguistic and historical sections, as well as the lack of a systematic and multi-aspect analysis of these units from the point of view of their structure and semantics.

The relevance is also determined by the fact that the work is done in line with modern linguistic theories and involves changing the research vector of complex nouns from synchronous to historical-synchronic.

The essence of the principle of the active approach to learning foreign languages is holistic learning combined with student activity, in which students and the teacher are in a mutually balanced relationship. The central link of the learning process is the student who, with the help of a teacher-partner, mentor, assistant, finds his own way of self-development. At the same time, the teacher's activity gradually recedes into the background. That is why the activity approach is preparation for solving tasks independently and prepares the future specialist for professional work. The main task is to teach students to work or perform the actions and operations with which the activity is implemented. Knowledge can be mastered only in the process of their use, only by operating on them.

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The personal-activity approach is realized through the unity of two components - personal and activity. The personal approach consists in taking into account the characteristics of the student as an individual (age, gender, psychological composition, motivation, etc.), which contributes to the selection of individual tasks to stimulate the activity of each student. Within the scope of the activity component, the student acts simultaneously as a subject of two types of activity: educational activity (line of activity development) and foreign language speech activity (line of communicative development). In turn, educational activity or learning is a two-way process, which consists of the student's activity - learning and the teacher's activity - teaching.

Close to the personal-activity approach is the problem-activity approach. The organization of the educational process with this approach is based on the principle of problem solving. The student, as a subject of learning, independently chooses the way to achieve the set goal and acquires new knowledge in the process of solving a
The communicative-activity approach brings to the fore communication as one of the main activities of the student, aimed at obtaining new knowledge. The active approach to speech processes studies the processes of speech construction, as well as the perception and formation of speech in their relationship with the language system. Activities in education involve, first of all, the formation of the main types of activities, that is, communication, cognitive and educational activities; purposeful formation of basic abilities and skills as mental actions based on step-by-step training. Activities in this union are primarily related to various types of speech activities. Therefore, its use is quite effective in teaching translation, listening and reading. Learning the language within the framework of the communicative-activity approach is the basis for taking into account the needs, motives of communication and the conditions under which communication is carried out.

If the goal of learning a foreign language is skills, then the fixed content and topic become the main components of a foreign language lesson and are aimed at the development of speaking skills and the use of a foreign language as the main means of communication. Linguistic environment helps to learn a foreign language more effectively, because communication with it not only in lessons, but also in everyday life helps to develop speaking skills. Thus, the activity approach in the lesson consists of three levels: psychological, didactic and methodical, and is carried out through the modeling and analysis of life situations, the use of active and interactive methods, participation in project activities, mastering the techniques of research activities, involving students in game and project activities.

Experimental and control groups of students with approximately the same composition and initial level of sociocultural competence were selected for the experiment. A group of third-year students studying German as a second foreign language was identified for experimental verification of the effectiveness of the activity approach in foreign language learning. Students have a basic level of knowledge of the German language B1.1. The "Home reading" aspect was chosen for the experiment. The experiment lasted for one module.

The experimental group (EG) included 207 students, the control group (CG) – 202 students. All students studied at 2-3 courses in the specialty "Teacher of English in preschool institutions". The age of the experiment participants is 17-21 years. The experiment was carried out by the decision of Mykhailo Kotsyubynsky Vinnytsia State Pedagogical University at the Department of Preschool and Primary Education by the specialized academic council D 05.053.01 13.00.07 - theory and methods of education (protocol No. 4 dated October 7, 2023. All participants were informed about the conditions of the experiment and gave consent. The ethical rights of the participants were observed. The research was conducted in the natural conditions of the educational process of higher education institutions, with the provision of
general conditions for participation in the experiment: the same time and duration of training, the same measuring materials that allow diagnosing the level of formation of the components of information competence of future translators, uniform criteria for evaluating educational achievements (rating system of ZVO).

The main task of reading foreign language texts is not just the ability to read correctly, but also to understand the information embedded in authentic texts, to analyze and apply it in practice, as well as to recognize the hidden meaning. In addition, reading contributes to the improvement of communicative competence (expanding the student's vocabulary, a set of grammatical constructions), the development of imaginative thinking, and the improvement of the expression of one's own thoughts. When using the activity approach, students are asked to predict the topic of the text based on its title, accompanying illustrations, or key words. In addition, students analyze the main idea of the work, the opinion of the author, the goal, try to predict the development of events. At the same time, students independently choose ways to implement the assigned task. The task can be performed both individually and in a group. The teacher may propose a project based on the results of the task, in particular, visualization of one's thoughts and ideas followed by a presentation. Thus, students' creativity and independence are additionally developed, their motivation and interest in reading increases.

Exercises offered within the activity approach in reading classes can be divided into the following groups: pre-text, text and post-text.

The analysis of theoretical investigations devoted to the semantic processes caused by the peculiarities of the individual consciousness of the communicators provides grounds for conclusions about the ephemerality and simultaneous content significance of the processes of subjectivation of the meanings of utterances. The hidden nature and depth of real processes of meaning-making in human consciousness take them beyond the limits of possible scientific understanding only with the help of linguistic tools. But it seems possible and linguistically relevant to follow the probable vectors of the formation of meanings that have undergone transformation in the tenets of individual world perception, in their reflected, textually fixed hypostasis. Both a journalistic and an artistic text can serve as empirical material that proves the validity of the above hypothetical considerations.

After substituting the corresponding values from the tables according to the standard formula for determining K. Pearson's criterion, digital values were obtained using Microsoft Excel 2016 spreadsheets. K. Pearson's test, at the significance level of 0.05, confirmed that there were no statistically significant differences in the formation between the experimental groups knowledge about the level of information competence of future translators in professional training according to the basics of the activity approach (tabl. 1).
### Table 1

<table>
<thead>
<tr>
<th>Groups</th>
<th>Calculated value $\chi^2_{\text{em.}}$</th>
<th>$\chi^2_{\text{кр. at the level of significance}}$</th>
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<tr>
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<td>1,05</td>
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</table>

K. Pearson's criterion, at a significance level of 0.05, confirmed that there are no statistically significant differences between the research groups in the formation of an activity approach to learning foreign languages in institutions of higher education.

The definition of textually reflected reality as a textual phenomenological field takes place in several levels, in particular, in the form of diagrammatic structuring and allegorization. Diagrammatic structuring ensures the actualization of semiotic connections between linguistic representatives of the facts of reality in the coordinates of the textually displayed reality, based on the predicative (propositional) characteristics inherent in the nominations. Allegorization actualizes metasemiotic connections with the extratextual semiotic universe, thus implementing a productive meaning-making function in the form of teleological attribution of meaning to the aggregates of linguistic representations of the facts of reality in the discursive phenomenological field based on extratextual reality (fig. 1.).

The results of the analysis of the empirical material provide grounds for asserting that, given the pluralism of individual worldviews, dispositional attitudes, speakers' motives, and the dynamism of allegorical processes, the metasemiotic teleologically conditioned level of semiosis within the discursive phenomenological field can be grasped only probabilistically.
The conducted experiment made it possible to check the effectiveness of the activity approach in practice, to determine positive and negative factors affecting its effectiveness and the educational activity of students when using such an approach in foreign language classes. As a result of the research, it was also found that in order to increase the efficiency and overcome the negative factors of the activity approach's influence on the students' educational activities, it is necessary to combine this approach with other approaches, methods and methods of learning. In this way, it is possible to avoid monotony in a foreign language class and thereby increase students' interest in the subject and their motivation to be active in foreign language classes.

It was revealed that during the implementation of the category of reality in the phenomenological field of the English-language journalistic discourse, the addressee-reader performs an "interpretation of the interpretation of reality" at the metacognitive level, which has the logical nature of inductive inference and is aimed at revealing the teleological basis of the features of the author's phenomenological constitution of reality. The English-language journalistic text is postulated in this work as a phenomenological (quasi-perceptual) field, the components of which, undergoing teleological attribution of meaning, serve as linguistic means of implementing the category of teleology in the course of the discussion, which is characterized by infinity, holistic and involvement in the semiotic space of extratextual reality.

The productive understanding of the value-target content characteristics of the text involves the involvement of the addressee-reader in the heuristic process of teleological attribution as meaning creation, which, unlike interpretation, is carried out on a much wider scale of the phenomenological intentional level as a phenomenological reduction, a phenomenological constitution of reality.
Conclusion. Thus, personally oriented education, which is declared a priority in the state policy of education development of Ukraine, needs theoretical development and practical implementation, in particular, providing personal meaning to the activity approach. The active approach requires special efforts aimed at the selection and organization of the individual's activities, at activating and transferring him to the position of the subject of knowledge, work and communication, which, in turn, involves the development of the skills to choose a goal, plan activities, organize, perform, regulate, control it, analyze and evaluate its results. Therefore, the main premise of the activity approach is the creation of the necessary conditions for stimulating the positive potential of those who study, continuous improvement, openness to new experience, new knowledge, continuous development, and most importantly - getting satisfaction from one's own self-improvement, and work, from the development of professionally significant personal traits and abilities, professional knowledge and skills. An active approach is the basis of any activity, including speech.

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