Tetiana Hryhorenko

Doctor of Pedagogical Sciences, Professor,
Professor of the Department of Ukrainian language with teaching methods of the Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine,
https://orcid.org/0000-0002-4616-6853

PREPARATION OF FUTURE TEACHERS OF UKRAINIAN LANGUAGE AND LITERATURE FOR PROFESSIONAL AND COMMUNICATIVE ACTIVITIES

Abstract. The article examines the problem of formation of professional and communicative competence of future teachers of the Ukrainian language and literature. The theoretical foundations of professional and communicative competence are described, the current state of the problem of training Ukrainian language and literature teachers for communicative activity is analyzed, the tasks and methods of forming this competence are determined.

We consider the professional and communicative activity of future teachers of the Ukrainian language and literature as a set of special knowledge, abilities and skills, as well as professional and personal qualities aimed at creating an educational and communicative environment in general secondary education institutions with the aim of promoting the personal, intellectual and creative development of students. using the means of the Ukrainian language and literature and preparing them to perform various social and communicative functions. A model of the formation of professional and communicative competence of future teachers of the Ukrainian language and literature has been developed, which includes a complex of theoretical, methodological and organizational components. It was determined that effective learning technologies can help future specialists to successfully complete the tasks assigned to them, will allow to develop integrative readiness for professional and communicative activities, which is manifested in the ability to perform standard and non-standard tasks in a wide range of social and professional situations. On the other hand, they will help to develop epistemological pluralism, polyphonic map and creative thinking.
The proposed model can be used in the educational process of higher education institutions for the purpose of training a new generation of specialists who meet modern requirements for professional activity.

**Keywords:** professional and communicative activity, future teacher of Ukrainian language and literature, method of formation, modeling, active communicative activity, professional activity of a teacher.

**Problem statement.** In the modern conditions of the development of society, the role of the teacher of the Ukrainian language and literature is growing as not only a specialist in language and literature, but also an active communicator who possesses high oral and written communication skills, knows how to clearly and succinctly formulate his thoughts, conduct a constructive dialogue, use various language means according to the communication situation.

The general focus of pedagogical science on the modernization of professional education, in particular language education, involves a shift of emphasis in the training of future teachers of the Ukrainian language and literature from traditional to the latest perspective models of pedagogical experience. In this regard, the problem of students acquiring not only theoretical knowledge and practical skills, abilities, but also readiness for their effective application in the process of professional activity is being updated.

**Analysis of recent research and publications.** Scientific research on the development of philological and professional competence of lexicographers already has considerable experience (V. Koval, O. Semenog, G. Tokman, I. Sokolova, etc.). In addition, researchers K. Vezetii, L. Luzan, L. Reshetniak, V. Sydorenko, N. Khymera, A. Cherep, K. Poseletska, T. Rozumna, T. Drozd, V. Koval, and others investigated the prospects for the development of professional competence of teachers of philological specialties in institutions of postgraduate education.


However, the problem of formation of professional and communicative competence of future teachers of Ukrainian language and literature requires further scientific research.

**The aim of the article** - research and generalization of theoretical approaches to the formation of professional and communicative competence of future teachers of the Ukrainian language and literature.

**Presenting main material.** The professional activity of a teacher, in particular a teacher of the Ukrainian language and literature, is a continuous process of performing various tasks and is implemented in the following ways: teaching
By the professional and communicative activity of future teachers of the Ukrainian language and literature, we understand first of all their pedagogical activity. In psychological and pedagogical studies, pedagogical activity is characterized as a way of being of pedagogical reality, as a special type of socially beneficial activity aimed at transferring culture and experience accumulated by mankind from the older to the younger generation, creating conditions for personal development and preparing for the performance of certain social roles. The scientific views of V. Ortynskyi are impressive, who sees in pedagogical activity a process where information exchange is mediated and controlled, culture is reproduced and formed, social consciousness is formed, and the process of development of economic, spiritual and social spheres and society in general is regulated [5].

We believe that the professional and communicative activity of future teachers of the Ukrainian language and literature should be interpreted as a complex of special knowledge, abilities and skills, as well as professional and personal qualities aimed at creating an educational and communicative environment in a general secondary education institution for personal, intellectual and creative development students with the means of the Ukrainian language and literature, to prepare them to perform a number of social and communicative functions in society.

The main provisions on which professional and communicative activity is based are as follows: language learning in the process of active communicative activity; modeling of problematic educational and speech situations; combination of communicative and cognitive components in the learning process; stimulation of speech and mental activity of students; formation and expansion of students' knowledge space; development of language personality; forming a picture of the world; the combination of several sensory systems of cognitive subjects in the process of learning and the formation of multimodal thinking; analysis of cognitive, intellectual, cognitive styles, educational and communicative strategies; sociocultural orientation of the educational process; development of the ability to structure and model information; development of critical thinking; contextuality and authenticity of education; focus of training on effective communication and activity in problem situations.
Against the background of the analysis of scientific views on the component composition of pedagogical activity, it is worth emphasizing that scientists single out various components that are similar in content, but slightly different in name. For example, it can be of the following varieties: educational, compensatory, educational, self-educational, corrective, reflective, informational, developmental, orientational, adaptive, diagnostic, analytical, prognostic, projective, organizational, communicative, creative, emotional-volitional, and others. At the same time, in our opinion, common positions in outlining the components of professional activity are educational, informational, diagnostic, projective, and communicative. According to these components, the future teacher of the Ukrainian language and literature should possess: a system of special knowledge and skills; methodical creativity in the construction of the lesson and the organization of extracurricular activities; willingness to use different methods and techniques of differentiation, improvisation and pedagogical reflection; the ability to outline prospective goals of education and upbringing, as well as strategies and means of their achievement; the ability to construct one's own activity and educational and cognitive activity of students; the need for constant professional self-improvement; with a prognostic vision to build the interaction of the teacher with the students in the context of the achievement of pedagogical tasks. A modern teacher of the Ukrainian language and literature is distinguished by constant creative search and creativity, oratorical skills, communicative skills, emotional expressiveness, etc.

L. Kovalenko claims that a professionally competent teacher of the Ukrainian language and literature is one who possesses sufficient theoretical knowledge in the field of philology, has the appropriate level of knowledge, abilities and skills in the methodology of conducting philological professional activity in combination with a motivational component, the necessary psychological personal qualities, emotional and value orientations, national beliefs, demonstrates intellectual development and comprehensive awareness of modern innovative and information and communication technologies of education and upbringing [1].

As the developers of the New Generation Teacher Professional Standard emphasize, «The professional identity of a teacher is characterized by general competencies and competencies related to his personal and professional qualities, knowledge, as well as professional growth. Partnership interaction with the participants of the educational process is described through professional competences related to the teacher's ability to interact in various situations of professional activity, to establish relations of pedagogical partnership, to manage the educational process» [8, с.7].

In our opinion, the professional and communicative activity of Ukrainian language and literature teachers involves the implementation of a number of functions:

- motivational and valuable - increases interest and forms values regarding respect for the national language, culture, history, geography; forms
an internal need to use language as a means of communication in situations of indirect and direct communication; involves the formation of students' abilities to perceive, analyze, evaluate and use norms of communicative behavior, etc.; the formation of a positive attitude of students towards the peculiarities of national culture and socio-cultural values; respect for national traditions, customs, cultural heritage;

- educational - aimed at forming students' competencies, in particular, mastering a certain system of language and speech knowledge, abilities and skills necessary for communication; providing assistance to students in mastering culture, technologies, verbal and non-verbal means of communication; awareness of the interrelationship of the state language and culture, expansion of the worldview, self-knowledge;

- communicative and active - oriented to the formation of students' ability to use language units, defend their own position, using different methods of thinking and argumentation; achieve results by means of productive communicative interaction; operate flexibly with the means of the Ukrainian language depending on the type and style of speech; express thoughts clearly and emotionally, successfully using facial expressions and gestures; the ability to adjust to communication (positive attitude, interest in the interlocutor); plan, prepare statements; deliver a message; implement the idea in the process of speech activity; conduct associative speech and thinking activity; control the speech process; to possess the culture of the state language, to operate by the norms of speech behavior and etiquette;

- information-resource - provides students with the ability to search, receive, transfer information and operate with it, navigate in the information space in accordance with their own needs and the requirements of the modern high-tech information society; use information resources and work with various sources (printed, electronic, Internet resources) of information (search, collection, storage, processing), critically evaluate them (understanding, application, analysis, synthesis, evaluation);

- gnostic-creative - predicts a deep awareness of the ultimate goals of learning the Ukrainian language at school (mastery of the language within the limits of the literary dictionary and normative grammar, knowledge and awareness of the language code, communicative laws, conditions for the implementation of the act of communication, as well as methods and means of their application), knowledge of psychological -linguistic features of students regarding the mastery of various types of speech activity; knowledge of students' cognitive abilities and difficulties in learning the educational material; formation of the ability for speech creativity;

- control-corrective - based on the ability to plan and conduct current, educational and final control of language, speech, literary skills,
abilities of students; objectively and motivatedly evaluate the educational and communicative activity of students and the level of their educational achievements; evaluate own activity and its results;

- developmental and educational - forms the teacher's ability to outline the ways of development of intellectual, sensory, emotional spheres of students, their cognitive abilities, expansion of horizons, development of memory, imagination, intellectual abilities; the ability to analyze and independently learn about national culture; predicts moral, ethical, patriotic education of students by means of Ukrainian language and literature; develops in schoolchildren such traits as benevolence, tolerance, activity, etc.;

- methodological and planning - related to the selection and planning of educational material in the system of lessons of various types, taking into account the age characteristics and interests of students; in compliance with the principles of differentiation and individualization (taking into account the requirements of specialized training, individual needs of students); choosing the most effective methodical methods and ways of familiarizing students with the national language and culture; selection and use of various communication techniques and visual aids; the involvement of scientific and practical achievements in the methodology of teaching Ukrainian language and literature at school; using information and communication technologies to solve complex specialized tasks; using effective methods of increasing students' motivation to learn their native language; development of educational and methodological support for classes in the Ukrainian language and literature; self-improvement and designing one's own professional, methodical and practical activities for the successful realization of creative potential with a professional goal;

- organizational-partnership - predicts the arrangement, self-organization of one's own pedagogical activity, the process of teaching and educating students for the effective study of the Ukrainian language and literature; formation of skills to perform the role of a tutor, moderator in an individual educational trajectory, to organize and implement the cooperation of students and communication with their parents according to the principles of distributed leadership, social partnership; to create a favorable psychological climate that enables students to reveal their individual capabilities.

Effective learning technologies can ensure the successful performance of the specified functions, which, on the one hand, will form in students a holistic readiness for professional and communicative activities, that is, such an integrative quality that is manifested in the adequacy of solving standard and non-standard tasks of all the variety of social and professional situations, and on the other hand, they will enable their general education and versatile development, the formation of creative
thinking, epistemological pluralism, a polyphonic picture of the world, etc. For the implementation of such tasks, training must be of a systematic nature.

The communicative characteristics of professional and communicative activity include the following: speech activity, speech activity, speech / speech abilities, speech skills, contextuality of learning, language personality, language picture of the world, functional styles, development of intelligence, communicative competence and others that are complexly manifested in professional - communicative process, are inseparable, like thinking, speaking and learning.

For successful professional and communicative activity, the future teacher of the Ukrainian language and literature must not only know the language and literature, but also master the methods of their teaching, follow the changes taking place in the education system, the challenges of the modern school, which lays the foundation for the practical use of language knowledge and skills, update the student's communicative and informational competence. It is about professional motivation, awareness of social status and social significance of professional and communicative activity. A teacher of Ukrainian language and literature should be able to adequately perceive new ideas, experiment, assimilate and implement new information technologies, software tools, and Internet resources in pedagogical activities. Readiness for creative search, creative self-realization, creativity in educational and educational activities regarding the formation of a nationally conscious language personality of the student, the ability to critically interpret historical heritage and the latest achievements of philological science, to be aware of the dynamics of its development, possession of scientific tools in the field of native language and literature; the desire to develop and enrich professional qualities and abilities in accordance with new social realities and needs - these and other indicators characterize the quality and success of the professional and communicative activities of a teacher of Ukrainian language and literature.

A teacher of the Ukrainian language and literature needs to pay attention to the innovative trends of the educational process, dictated by the "Concept of the New Ukrainian School", in particular: humanization of the language learning process, which involves increasing attention to the personality of each student as the highest social value of society, the formation of a citizen with high intellectual, moral and physical qualities; academic freedom, continuation of one's own professional education, development of author's educational programs, methods, strategies, teaching aids; application of partnership pedagogy, based on communication, interaction and cooperation between teachers, students and parents; work on the basis of a personally oriented model of education; globalization, communication with the whole world using modern information means; articulating one's own professional opinion; use of alternative educational and methodical complexes; implementation of modern methodological approaches to the selection and methodical organization of language learning content; better awareness of national
cultural through the education of students and their involvement in world culture; use of such modern learning technologies as project methodology, partnership learning, etc.; application of linguistic didactic testing of students [3].

Practice and pedagogical reflection prove that the success and effectiveness of the professional and communicative activities of a teacher of Ukrainian language and literature depend on the development of his professional personal qualities. Ya. Komenskyi in his «Zakonakh» outlined the requirements for the personality of a teacher, who had to be "pious, honest, active and hardworking", educated, moral, noble, strive to improve his skill, love children. The teacher considered the giftedness and personal qualities of the teacher to be the main condition for the success of pedagogical activity [2]. Researchers H. Radchuk and O. Logvys, researching leadership qualities in the holistic structure of a teacher's personality, note that «the formation of leadership qualities should be the core direction of the professional training of the future teacher, especially in the conditions of the new Ukrainian school, where the teacher is not a translator of information and knowledge, but also a facilitator and mentor. Facilitation as an integral part of the development of the leadership potential of the future teacher should be considered an extremely important quality. Considering the fact that the teacher is first of all a subject of pedagogical interaction with students, a facilitator, whose main task is to stimulate and direct the process of independent information search and joint activity of students, we are interested in the core component of his pedagogical activity» [9, с. 97].

The basic functions of a teacher of vocational training defined by O. Otych have scientific value, namely: «1. Didactic, which consists not only in the ability to equip students with the necessary professional knowledge, skills and abilities, but also to teach them how to acquire them independently and encourage continuous personal and professional development. 2. Educational, the essence of which is found in the organization of the activities of student youth, aimed at realizing oneself as an individual responsible for one's own destiny and the destiny of the state; as a professional who has developed professional honor and dignity; as a patriot of his country, who must contribute to its development. 3. Developmental, which involves creating favorable conditions and motivating students to achieve personal and professional heights. 4. Professionalization, which manifests itself in equipping students with a working profession, forming in them a system of professional competences and developing their professionalism. 5. Public-pedagogical, which consists in establishing contacts with students' families, employers, social partners, involving them in designing the content and evaluating the quality of professional training of future skilled workers. 6. Communicative-regulatory, the essence of which is found in the establishment of favorable relations between the professional school teacher and the student and parent teams, within the team of the professional and pedagogical educational institution» [6, с.15]. The famous Ukrainian
Pedagogue-philosopher I. Zyazyun mentions high work capacity and emotional stability of a person, dynamic personality, highly developed intellectual potential, creativity, the ability to make positive predictions, perceptive and communicative skills among pedagogical qualities [7]. The most relevant in modern conditions are a creative attitude to one's professional activity, a desire for innovation, professional communication, awareness of oneself as a bearer of national culture and multiculturalism.

**Conclusions.** Therefore, the future teacher of the Ukrainian language and literature must constantly work on himself, learn quickly, master new technologies, quickly change, meet the requirements of a modern school, communicate tolerantly and conflict-free with a diverse audience, adhere to moral and ethical principles of communication.

It is important to be ready to organize and implement the educational process as a pedagogical interaction aimed at the development of the student's personality, demonstrating one's own communicative and pedagogical abilities (language behavior) in typical and new educational realities, various situations for conflict resolution and prevention. Along with professional knowledge and skills, the following personal qualities of the future specialist are important: professional responsibility, humanity and independence, empathy, emotional stability, adaptability, confidence. The successful implementation of professional and communicative activities is revealed in the course of solving problematic tasks by means of language in various simulated conditions of personal, sociocultural and professional interaction, which makes it possible to implement the modern concept of pedagogical education and enables the self-development of students, indicating successful adaptation to modern, constantly changing conditions of professional activity.

**References:**
