

*A. V. Nikitina, SE "Luhansk Taras Shevchenko National University"*

## **TYPES OF TEACHER-PHILOLOGIST'S METHODOICAL WORK**

Nikitina A. V.

Types of Teachers-Philologist's Methodical Work

In the article the researcher analyses and summarizes the theoretical and practical information about methodical work of a teacher-philologist. The author proposes a definition of methodical work of a teacher-philologist, characterises directions, describes and classifies the types of methodical work.

Methodical work of a teacher is defined as a specially organized activity aiming personal professional self-realization as philologist, pedagogue, researcher, educator, and discourse personality of elite type. Tasks of methodical work are caused by modern educational aim, and the main directions of methodical work reflect the activity of teacher-philologist directed at personal self-realization in profession, at increase of his qualification level.

The researcher proposes to generalize information about teacher-philologist's methodical work, characterizes teachers-philologists methodical association, describes and classifies types of methodical work according such features as: number of participants, status of pedagogical discourse participants, forms of assessment of methodical work, use of means, content, terms and duration.

This study proves the importance of improvement of teacher-philologist's methodical work, of increasing attention to mastery of methodical work of future teachers in the process of their professional training.

*Key words:* methodical work, a teacher-philologist, didactic linguistic discourse, types of methodical work.

Teacher-philologist's methodical work is one of the important components of didactic linguistic discourse which reflects interconnected statements, communicative events in pedagogical conditions of the Ukrainian language learning, first of all during the lessons and in other communicative contexts such as extracurricular and out-of-school events, individual work with pupils, teacher's preparation for lessons, professional communication with colleagues-philologists, research work, extracurricular work etc. Future teachers of philology should master some key professional competences among which the methodical competence becomes a basis

for self-organisation and self-perfection, growth of pedagogical skills.

Research of problems of teacher-philologist's methodical work organization is partly represented in scientific and methodical studies of the Ukrainian linguistic didactics researchers, in particular in works of Je. Barbina, T. Okunevich, N. Ostapenko, M. Pentyliuk, K. Plysko, O. Semenog etc. The researchers prove that in didactic linguistic discourse of teacher-philologist methodical work is a source of creativity growth, consolidation of value guiding lines, teacher's professional development. Thus, in K. Plysko's opinion, "teacher-philologist can reach desired professionalism in conditions of every-day improvement of scientific theoretical level of his knowledge, skills and experiences, perfection of psychological and pedagogical preparation, improvement of general development" [7, p. 80]. Grounded methodically by the modern science, competence approach to teaching, in particular to the professional preparation of future teachers-philologists, deals with systematic work in improvement of professional competences which would provide effectiveness of didactic linguistic discourse, first of all lesson discourse, because modern lesson of the Ukrainian language is polyfunctional multi-aspect phenomenon in educational pedagogical process [6, p. 5]. That is why growth of professional qualification must be one of the main tasks of teacher-philologist. This task can be fulfilled on the basis of theoretically grounded and practically implemented methodical work as well as on the basis of educational, pedagogical, research, public activities etc. But theoretical basis of teacher-philologist's methodical work needs to be proved in the context of linguistic didactics, first of all in the sphere of classification features notion, systematization of methods and means of methodical work by student-philologists because it is known that teachers who only start their work are not always ready for this important part of professional activity. This causes the topicality of the problem described in the article.

The aim of the article is to generalise theoretical and practical studies about methodical work of teacher-philologist, to describe and classify its types. The task is to propose the notion of such term as "methodical work of teacher-philologist" and to characterize its directions and types.

Situational context of didactic linguistic discourse, which contains methodical work, appears only at school, in the conditions connected directly with teacher's activity. Problems with methodical work organisation appears in the activity of young and experienced philologists that is caused by time particularities such as rapid informational society development and objective impossibility to change at once the whole system of education and teaching.

Analysis of scientific methodical and educational literature, methodical websites, pedagogical observation and own experience give possibility to generalize information about methodical work of teacher-philologist, to describe and classify it.

We propose such notions of teacher-philologist's methodical work: this is specially organized activity aiming personal professional self-realization as philologist, pedagogue, researcher, educator, discourse personality of elite type. Methodical work forms teacher-philologist's methodical competence, directs his efforts to encouragement of pupil's speech communicative activity, to search effective ways of school programme demands realization.

Tasks of methodical work are caused by modern educational aim – preparation of a teacher as a subject of professional activity, social life, and subject of self-realization, self-actualization and self-organization [3, p. 391]. In our opinion, methodical work develops professional features of philologist, strengthens his value personal characteristics and brings him closer to the image of ideal native language teacher as a professional, educator, personality. These very components are traced out and characterized in the optimal image model of modern teacher-philologist proposed by N. Ostapenko [5, p. 104 – 105].

The content of teacher-philologist's methodical work is caused by its main directions: management of system of continuous additional professional education; increase of teachers' professional level and pedagogical mastery; stimulation of pedagogical creativity; implementation of modern pedagogical technologies; increase of pedagogical process effectiveness and maintenance of education quality; didactic linguistic support of new philological educational content imposition; planning of different types of activities aiming to increase the qualification of teachers-

philologists [3, p. 391]. As we can see, the main directions of methodical work reflect the activity of teacher-philologist directed at personal self-realization in profession, at increase of his qualification level.

Methodical work supposes active communication between teacher and colleagues, school administration, specialists of methodical centres, establishments of advanced studies, lecturers of higher pedagogical institutions etc.

Such communication helps to improve the discourse personality of teacher-philologist – to establish professional, ready to represent his individuality, creativity, to express pedagogical mastery – characteristics of "high level of pedagogical activity which is possible in conditions of humane position of a teacher and professionally meaningful personal features and qualities" [2, p. 251]. Grasp of pedagogical mastery, in Je. Barbina's opinion, "defines teacher's work effectiveness" [1, p. 39], what a teacher can achieve taking care constantly of increase of his level of professional qualification.

Methodologists define such main ways of increase of teacher-philologist level of professional qualification: study of state documents in topical problems of education and national upbringing and processing of scientific psychological and pedagogical, methodical, linguistic literature; study of teachers-philologists' work experience; self-analysis of methodical experience; participation in teacher's professional contests; participation in activity of methodical associations (on the level of school, region, city); participation in conferences, pedagogical readings, seminars; advanced training during courses in institutions of further education, higher educational establishments; lessons in school leading pedagogical experience; mutual visitation of open classes and out-of-class events [3, p. 393].

To organize methodical work of teacher-philologist at school there is a particular department – methodical association of teacher who work with the subject; the aim of this association is to improve teacher-philologist's level of pedagogical mastery, their erudition and competences [3, p. 394], and the main tasks, according to this aim, are to provide high methodical level of conducting of different type lessons and extracurricular events in the Ukrainian language and literature; professional

formation of young specialists; revelation, generalization and spreading of the best pedagogical experience of creative philologists; implementation into teaching process of methodical, didactic materials, systems of multi-media support of lessons, informational library systems; creation of scientific basis for preparation of senior pupils for further studies in higher school in selected subject [3, p. 394].

School methodical association analyses results of educational process, introduce constructive proposals about change of content and structure of educational subjects and their educational methodical support, conducts assessment of author educational programmes, works out methodical recommendations for pupils and parents, plans different activities which deal with advanced training [4, p. 394]. According to the state normative documents methodical association deals with such work: study of normative informational documents; choice of school component; developing of educational standard in concordance with type of school; choice of educational programmes; assessment of teachers' individual plans; approval of attestation materials; analysis of subject studying condition; analysis of teachers' methodical learning aid; analysis of the reports about self-education; organization and conducting of extracurricular work; mentoring work with young teachers-philologists; formation of orders for material and technical means of teaching, for methodical and teaching literature etc.

In plans of methodical association its participants define methodical theme, analyse work results of previous year and on the basis of this data plan current work, for example meetings, seminars, panoramas of pedagogical ideas, presentations, open events, preparation of article publishing, work with teacher-beginners, courses of advanced training, attestation of teachers, teachers' participation in professional contests, qualified analysis of lessons and out-of-class events considering modern demands for educational teaching process, publication in media aiming to spread among the population speech and communicative literacy, ethics of communication, respectful attitude to the Ukrainian language, participation in events dedicated to the Days of the Ukrainian language, of native language, of Slavic written language, the Days of celebration in honour of great Ukrainians etc.

Methodical association of teachers-philologists organizes team and individual methodical work. For example, there is such form of team methodical work as methodical prompt meeting the aim of which is to introduce new methodical achievement of teacher from local area, city, region, Ukraine in general and international methodical projects to the members of pedagogical staff. Methodical consultation, discussions with mentoring teachers are also an important form of individual methodical work directed first of all to the improvement of young teachers-philologists' methodical mastery. Besides methodical association at school there can be creative groups – associations of specialists in different subjects who work with the same topic that gives them opportunity to improve their methodical mastery and discourse competence in general.

Teacher-philologist's methodical work, which enriches and diversifies didactic linguistic discourse, has stable, proved in time forms and types and the new ones that appear mostly as a result of broadening of informational communicative technologies, due to their feature of time optimization and optimization of pedagogical communication area (internet conferences, seminars, multimedia programme means, electronic journals, methodical websites, distant courses etc.). Methodical work of teacher-philologist is more diversified and changeable in comparison with educational work; the main forms and types were analyzed and classified, described in literature, represented in manuals and textbooks for pupils and teachers.

We will classify methodical work types according to some main features.

According to number of participants: group, team types of work.

According to status of pedagogical discourse participants: types of work in systems "teacher – teacher" (communication between teachers: seminars, contests, mutual visitation, etc.); "teacher – pupils" (communication between teacher and pupils: master class, questionnaire poll, etc.); "teacher and pupils – teacher and pupils" (contests of master classes, presentations of creative and research works, etc.); "teacher – people who evaluate" (reports, contests, attestation of teachers, etc.).

According to forms of assessment of methodical work: self-assessment (self-

analysis, work with documents, literature, etc.); those which must be evaluated and analysed (reports, contests, etc.). According to use of means: type of work with use of informational technologies; types of work with use of traditional means. According to place: classroom ones; in-school ones; out-of-school types of work. According to personal direction: types of work which is dedicated to self-development and self-perfection; directed to interaction with pupils; directed to interaction with colleagues. According to content: scientific and methodical; educational and methodical; presentation one (means demonstration of achieved results during reports, contests, public speeches, and etc., generalizes three previous types of work). According to terms and duration: systematic (types of work which are systematically and regularly repeated during school year in line with plan of self-preparation); unsystematic (types of work which demand systematic teacher's preparation but are held one time of with some repetition – once a year, once every two years, in connection with some important social events, dates, etc.).

Systematic and unsystematic types of methodical work are interdependent and mutually complementary. So, systematic types of methodical work include detection and analysis of normative documents, conceptions, programmes; work with professional journals; participation in meetings of methodical association, creative groups; tracing of information on methodical websites, personal teacher's websites and blogs; preparation of materials for teaching work with pupils during lessons, for out-of-class events, first of all for Olympiads, contests, for organization of pupils' research work, in particular in Small academy of science of Ukraine; discussions about professional problems held with colleagues in direct communication and in communication with the help of informational technologies; development of methodical theme; archiving of scientific and methodical, educational material, compositions, speech examples on audio carriers, videos, etc.; exchange of experience and analysis of colleagues' experience, mutual visitation of lessons and out-of-class events; preparation of materials for publishing, for public speeches during seminars, conferences, in media during discussions about language topics; experimental research work.

Unsystematic types of teacher-philologist methodical work are mostly directed on demonstration of the systematic work results, they give basis for evaluation and self-assessment of pedagogue, make provision for creative communication in unusual, non-everyday conditions with involving of state educational institution workers, establishments of advanced training, universities, publishing houses, partnerships and social units, which are worshipping of native language, etc. At schools such events, which identify the level of philologist's methodical work, can be held: self-presentations, workshops (presentations of methodical achievement in class and out-of-class work, results of author methods implementation, development of methodical theme etc.), seminars, conferences, festivals, round tables, contests of research and methodical works etc. These types are also typical for extracurricular methodical work.

Thus, this research proves the necessity to pay more attention to the organization of methodical work of teachers-philologists as a mean of perfection of professional competence in general, and development of creative potential, organization of teamwork. It is also important for future teachers-philologists to form theoretical and practical work basis as well as other types of professional training, to contribute to practical mastering of different methodical work types.

Proposed classification of methodical work types can be supplemented and broaden according to changeable conditions of didactic linguistic discourse and defined new features.

### References

1. **Barbina Je. S.** Formyrovanye pedahohycheskoho masterstva uchytelia v systeme nepreryvnoho pedahohycheskoho obrazovanyia [Formation of teacher's pedagogical mastery in system of continuous pedagogical education]. Kyiv, *Vyshcha shkola*. 1997. 153 p. (rus)
2. **Honcharenko S. U.** Ukrainskyi pedahohichnyi slovnyk [Ukrainian pedagogical dictionary]. Kyiv, *Lybid*. 1997. 374 p. (ukr)
3. **Metodyka** navchannia ukrainskoi movy v serednikh osvitnikh zakladakh



[Methodology of the Ukrainian language teaching in secondary school]. Kyiv, *Lenvit*. 2009. 400 p. (ukr)

4. **Murashov A. A.** Pedagogicheskaia rytoryka [Pedagogical rhetoric]. Moscow, *Ped. o-vo Rossyy*. 2001. 480 p. (rus)

5. **Ostapenko N. M.** Teoriia i praktyka formuvannia lnhvodydaktychnykh kompetentnostei u studentiv filolohichnykh fakultetiv VNZ [Theory and practice of didactic linguistic competences forming of philology faculties students in higher school establishments]. Cherkasy, *Vyd. Chabanenko Yu.*, 2008. 330 p. (rus)

6. **Pentyliuk M. I.** Suchasnyi urok ukrainskoi movy [Modern lesson of the Ukrainian language]. Kharkiv, *Osnova*, 2007. 176 p. (ukr)

7. **Plysko K. M.** Teoriia i metodyka navchannia ukrainskoi movy v serednii shkoli [Theory and practice of the Ukrainian language teaching in secondary school] Kharkiv, *KhDPU*, 2003. 86 p. (ukr)

Нікітіна А. В.

Види методичної роботи вчителя-словесника

У статті проаналізовано й узагальнено теоретико-практичні дослідження про методичну роботу вчителя-словесника. Авторка запропонувала визначення поняття «методична робота вчителя-словесника», схарактеризувала напрями, описала й класифікувала види методичної роботи.

Методичну робота вчителя-словесника визначено як спеціально організовану діяльність з метою особистісного професійного самореалізування філолога, педагога, дослідника, вихователя, дискурсної особистості елітарного типу. Завдання методичної роботи впливають із сучасної освітньої мети, а зміст методичної роботи вчителя-словесника зумовлюють основні її напрями, що відображають діяльність учителя-словесника, спрямовану на підвищення рівня його кваліфікації.

Дослідниця пропонує узагальнення інформації про методичну роботу вчителя-словесника, характеризує методичне об'єднання вчителів-словесників, описує й класифікує види методичної роботи на основі визначених ознак, зокрема за кількістю учасників, за статусними ролями учасників педагогічного дискурсу, за формами оцінювання методичної роботи, за використаними засобами, за місцем виконання, за змістом, за тривалістю й періодичністю.

Проведене дослідження доводить важливість удосконалення методичної роботи вчителя-словесника, посилення уваги до опанування методичної роботи майбутніми педагогами в процесі їхньої фахової підготовки.

*Ключові слова:* методична робота, учитель-словесник, лінгводидактичний дискурс, види методичної роботи.

Никитина А. В.

Виды методической работы учителя-словесника

В статье проанализированы и обобщены теоретико-практические исследования методической работы учителя-словесника. Автор предложила определение понятия «методическая работа учителя-словесника», охарактеризовала направления, описала и классифицировала виды методической работы.

Методическая работа учителя-словесника определена как специально организованная деятельность с целью личностной профессиональной самореализации филолога, педагога, исследователя, воспитателя, дискурсивной личности элитарного типа. Задачи методической работы вытекают из современной образовательной цели, а содержание методической работы учителя-словесника предопределяют основные направления, отражающие деятельность учителя-словесника, направленную на повышение уровня его квалификации.

Исследовательница предлагает обобщение информации о методической работе учителя-словесника, характеризует методическое объединение учителей-словесников, описывает и классифицирует виды методической работы на основе определенных признаков, в частности по количеству участников, по статусными ролями участников педагогического дискурса, по формам оценивания методической работы, по использованным средствами, по месту выполнения, по содержанию, по продолжительности и периодичности.

Проведенное исследование доказывает важность совершенствования методической работы учителя-словесника, усиление внимания к овладению методической работой будущими педагогами в процессе их профессиональной подготовки.

*Ключевые слова:* методическая работа, учитель-словесник, лингводидактический дискурс, виды методической работы.

Nikitina Alla Vasylivna – Doctor of Pedagogical Sciences, Professor of the Department of the Ukrainian Language, SE "Luhansk Taras Shevchenko National University". The sphere of research interests: teacher-philologist's pedagogical discourse, rhetoric, linguistic and linguistic didactic text and discourse analysis.

The article was received by the Editorial Office on 27.04.2015

The article was put into print on 26.06.2015

Peer review: K. D. Hlukhovtseva, Doctor of Philological Sciences,  
Professor