

UDK 371:811.161.2+378.016:82.09

BAZYL Ludmyla Oleksandrivna –

Doctor of Pedagogical Sciences, Assistant Professor,
Assistant Professor of Department of Preschool
and Primary Education Methodology and Psychology,
Institute of Postgraduate Teacher Education
of Borys Grinchenko Kyiv University
e-mail: l.bazyl@kubg.edu.ua

LITERARY STUDIES AS A GUARANTEE OF FUTURE UKRAINIAN LANGUAGE AND LITERATURE TEACHERS' SELF-REALIZATION IN THE CONTEXT OF PARADIGM SHIFTS IN EDUCATION

Formulation and justification of the relevance of the problem. At all stages of civilizational development the success of human self-realization depended on their value and attitudinal orientations within literature and art, individual and personal qualities that formed the idea of their being an interesting and unique personality. Innovative processes caused by the formation of the digital epoch considerably increased the number of means used for obtaining information. Today, there is a single information space where each individual can independently search, master, interpret and promote information. At the same time, the influential effect of gained knowledge is defined by human ability of their critical evaluation and the creative use of reflected knowledge in solving the situations of sociocultural, professional and personal components of the civilizational existence.

A unique feature of the civilizational development of a nation, a means of its national identification, spiritual, artistic and aesthetical development of personality at all historical epochs was literature. The art of literature is a potentially inexhaustible source of forming high humanistic culture of personality, civil responsibility, preservation of spiritual ideals and national identification of Ukrainian people in the global space. Familiarizing with literary works in the system of school literary education a pupil masters certain elements and mechanisms of linguistic thinking of an author-writer, a reader-interpreter, a literary critic, acquires abilities of adequate texts perception, outlining and comprehending meanings of the works' content, objective evaluation and creative interpretation of the understood information.

At the modern stage of forming information and technological society the role of compensatory and geodonic functions of literary works is increasing and people are striving to enjoy literature. As a result, mass literature is acquiring much more significance. Therefore, there appears an original model of reading only mass literature texts that considerably restricts the range of cultural needs of personality and may lead to transformational processes of their consciousness at the angle of «one-dimensional

human» whose thoughts, actions and acts can be characterized as limited. The mentioned phenomena aggravate social attention to the figure of Ukrainian language and literature teacher whose professional actions and a level of formed professional competencies define whether literature will become a source of inspiration, creativity, stimulus for researches on true meanings hidden in artistic texts, breath-taking stories of their creation, etc. or will be just a subject. One of the most effective means of transforming traditional literature mastery in school in a psychologically subtle process of the pupil personal development, an innovative process of familiarizing with the sociocultural space based on the study of an author's creative linguistic thinking, a search for artistic truths, an intellectual and reading reflection is literary criticism or literary studies. It encompasses texts, multimedia products, schemes-algorithms that reveal mechanisms and concrete actions towards perception, cognition, understanding, interpretation and promotion of the information from printed and electronic sources, decoding of hidden meanings in works, selection and comprehension of signs in linguistic thinking, sociocultural models of reading, cognition and understanding of literature.

Analysis of recent researches and publications. The essence of future Ukrainian language and literature teachers' professional training has been studied by H. Kloček, V. Koval, O. Kutsevol, V. Mark, L. Matsko, O. Semenog, B. Ulishchenko and others. N. Bilous, L. Butenko, O. Ratushniak, A. Vitchenko and others have performed researches on the interpretational activity of literature teachers. The concept of literary activity in the scientific and educational context is predominantly used as a category of general content within the literary space to identify the range of actions aimed at understanding, analyzing and evaluating texts. Mechanical transition of such expressions in the practice of school literature education defines a considerable use of the lexeme in educational space that leads to the forming of simplified and somewhat

deformed pupil understanding of the essence of literary activity.

The main material of the study. The spreading of the term «literary activity» in the scientific and educational space, the absence of the definition in encyclopedias and dictionaries characterize an intuitive rather than conceptionally justified understanding of semantics of the defined type of activity as an integrated complex of human active actions, actualizes the paradox of the situation and points out the incompleteness of the scientific category. Such phenomena are caused by the indistinct status of literary activity, disregard to its creative peculiarity, insufficient use of its potential for realizing both aim and objectives of school literature education as well as philological and pedagogical training of future literary teachers, and determined artistic paradigm shifts.

Within this paper we would like to reveal the essence of future Ukrainian language and literature teachers' literary activity in the process of their professional training in higher education institutions (HEIs) and characterize main types of literary activity that contribute to the self-realization of future specialists, formation of their individual style and further professional development in terms of sociocultural and paradigm shifts in art.

Presenting main material with justification of scientific results obtained. Results of theoretical analysis of researches, achievements in educational practice and the author's own experience in professional training of future literature teachers proves the massive use of the concept «literary activity». Scholars and teachers using the above mentioned term to formulate the aim and objectives for mastering learning courses use as synonymic the following lexemes: «creative intellectual activity», «poetical activity», «literary and critical activity», «literary and artistic activity», «folklore-based activity», «literary and creative activity». Familiarizing with the semantical content of the above mentioned concepts proves the presence of distinct differences caused by subject, aim, objectives, object of the scientific interest and worldview position of a researcher. The common feature is similarity of the substantive aspect of such human activity, content, general character and result, namely, an original text, a multimedia product or a schematic image. Undoubtedly, literary activity of a literature scholar, a literature critic, a Ukrainian language and literature teacher, a student-philologist differs by typical peculiarities regardless the common object and means of study – a text of a work, a successfully chosen literary approach and type of analysis of a literary work. However, we believe that the main actions in the process of mastering literary works may be

consideration and commentation of the range of «read works» and interpretation of a literary work as a result of literary activity directed at profound comprehending of the work in the process of creating one's own worldview understanding of it. Such lessons are transformed into scientific search for the truth that positively influences the self-realization and development of educational processes in terms of paradigm shifts' in art education.

Based on the study of researches by S. Averyntsev [1], M. Bakhtin [2], H. Bohin [3], O. Halych [4], H. Klochek [5] and others we may state that scholars use phenomenological approaches to define the essence of literary activity. At the same time, theoretical analysis of researches proves that literary work as a special type of an individual's activity defines literary creativity and mastery, culture of literary work, aesthetic preferences and professional talent that depend and can be determined by quality characteristics of the created text (a literary commentary, an article, a report, a journalistic or academic essay, a sketch, a definition, a critical literary review, etc.) or a multimedia product (a presentation, a book trailer, a mini-site, a blog, etc.) as a final product [7].

The specificity of literary actions determines the means of practical realization of future literature teachers' professional training and the study of professional learning courses, in particular, that are accorded with the latest trends, aims and objectives of contemporary literary studies, aimed at understading the meanings of literary works in terms of paradigm shifts in art education. Forming a creative reader with developed critical thinking provides for imposing conscious fundamental knowledge of artistic perception, research on certain literary and artistic phenomena and processes rather than the mastery of «available information» about the literary and artistic content. Therefore, any literary approach or field should be aimed at teaching individuals to orient in the information space, perceive and adequately understand the content of the text (and hypertext) reflecting on it before, while and after reading to single out and comprehend the meanings of reality the author laid. The presented thought proves the incorrectness of the common understanding of literary studies as a scientific reproduction of literature and the artistic world of reality created by the author and contradicts the position of pedagogues about «uselessness» of literary studies in the system of school literature education.

The peculiarity of future Ukrainian language and literature teachers' literary activity that determines their personal and professional formation and further development in terms of sociocultural and paradigm shifts is specified by

such scientific reflecting on the understanding of its essential characteristics. According to its aim and direction it is an individual and personal, gnostic, intellectual and creative, value-oriented activity that ensures popularization, transfessionalization, establishment and development of general human and personally significant systems of values that are laid in the content of literary and artistic phenomena. According to the content and a way of implementation it is an empirical and practical, transforming activity that provides for the object of cognition that can be a subject, for example, a literary work, an artistic image, a means of emphasizing an artistic speech, a literary and style trend, etc. (thus, literary activity can be subject-based) as well as other subject or subjects, for example, a student, an instructor, a teacher, a pupil, a writer, a literary critic, a literary scholar, an author and others (thus, the activity can be considered communicative). The activity can be performed through the scheme of coding or decoding a real or imaginary world created by the author that forms its character and peculiarities of the course: «Through the activity the subject interacts with the object, objective reality, culture and the world. Through the activity there is a certain transition from the subject ... to the object ... This transition is carried out through coding and decoding. Through coding there is an active transformation of the environment and a real world that provides for the creation of a subject world, in fact, its psychologization. Decoding of a psychologized objective world is an opposite process, namely, a change of the subject of the activity, personality by means of an individual's absorption of a wider volume of the subject environment» [8, p. 512]. Thus, literary activity as a multifunctional and multidimensional activity of an individual can be carried out in different forms and be reflected as a text (or hypertext). The final subjective result of literary activity presupposes constant changes of an intellectual and cultural level of personality (both an educator and students) readiness. According to forms and a mechanisms of realization it is an intellectual and creative, organizational and communicative activity, that depending on the object of the activity, has two mechanisms of realization and is directed at improving approaches, ways, methods, forms, techniques and labour conditions and provides for the combination of reproductive and creative components of the process of the transforming activity:

a) a dialogue of a recipient with a real or imaginary author of the work based on the comprehending of its text according to the algorithm "author-text-recipient-result of literary activity (a literary commentary, an essay, a critical literary article, a sketch and others);

b) a dialogue of a transfessional (an instructor, a student, a teacher) with recipients (colleagues, students, pupils) to represent and discuss the results of literary activity that requires active social contacts, constant providing mutual information, emotional and volitional influence of a teacher.

According to the realization methods it is an activity that is carried out together with the use of methods and techniques of perception, analysis, interpretation and evaluation of artistic, critical literary, scientific, publicistic texts. Each method reflects the most general artistic properties and patterns (the laws of mimesis, catharsis, conditionality, transformation, personification) as well as the laws of a literary work, and the essence of the subject is taken into consideration [9].

Performing literary tasks it is important to take into account universality and phenomenality of an artistic word that means understanding the meanings of a literary work as components of a secondary semantic system that is an artistic world created on the basis of the author's «artistic energy». According to the conditions it is a psychologically intricate work that provides the detailed comprehension of a logical text in the process of a creative coding of one's own worldview understanding and is ensured by the ability of multidimensional vision and profound penetration into individual and personal peculiarities of the participants of an organized dialogue (author-text-reader), subjects' ability of nonstandard thinking and distinct expression of their thoughts, understanding, listening while creating a stable psychological contact, developing an open dialogue while mastering literature based on the improvement and development of the feeling of naturalness and informality of a public appearance.

At the same time, one should take into account that personal and professional forming of future Ukrainian language and literature teachers is characterized by special dynamics. Its driving force consists in solving constantly emerging contradictions between professional (external) and individual (internal) sub-systems of the general structure of personality of a future specialist or teacher. Mentioned contradictions can be effectively solved due to performing new tasks that presupposes constant involvement of future literary teachers into active literary activity.

One of its results is an independently created text of a literary, critical literary, publicistic, scientific, educational or artistic character. The results of creative works' analysis proves that most students (62,3 %) outlining the specificity of literature (both single works and works of writers, literary groups, style trends) are oriented toward school syllabus, cannot properly evaluate writers' works and express a profound, scientifically

justified thought about the read material; other students (18,5 %) easily express and reasonably prove independently defined evaluation of an artistic work of a writer's creativity; less students (15,4 %) use their own thoughts while analyzing and evaluating literary and artistic phenomena; a few students (3,8 %) are unable to properly, distinctly and thoughtfully explain a certain literary and artistic phenomenon or fact [7].

The understanding of the essence of multifunctional literary activity allows to differentiate such its types: research-based, perception-based, textological, interpretative, value-oriented, reflexional and organizational, educational, metaliterary, methodologically oriented. Carrying out the defined types of activity by students-philologists – future teachers of Ukrainian language and literature – ensures their self-realization from the individually personal and professionally activity-based perspectives that determines the emergence of such feelings as organization, goal-setting, initiative, diligence and persistence in achieving professional intentions and plans. Such process is regulated by main psychic mechanisms within the area of activity control: «real self», «professional self» and «ideal self».

Conclusions and prospects for future research directions. So, literary activity is a driving force of future Ukrainian language and literature teachers' personal and professional training and is defined by relevant logical characteristics (succession, consistency, duration, influence of external and internal factors). In professional training of future literature teachers' literary activity serves as a long-term and, at the same time, gradual process of obtaining a profession of Ukrainian language and literature teacher from the beginning of forming professional orientations and intentions (when choosing the profession) till the completion of active work activity that consists of two processes (professional development and personal development).

Perspective directions of further researchers are considered to be a range of mechanisms and algorithms of each type of literary activity that are realized within personal and professional development of future literature teachers.

СПИСОК ДЖЕРЕЛ

1. Аверинцев С. С. Филология [Электронный ресурс] / С. С. Аверинцев // Большая советская энциклопедия. – [изд. 3-е]. – Т. 27. – Режим доступа: <http://philologos.narod.ru/texts/aver> – Заглав. с титул. экрана.
2. Бахтин М. М. Литературно-критические статьи / М. М. Бахтин – М.: Художественная литература, 1986. – 543 с.
3. Богин Г. И. Обретение способности понимать: Введение в филологическую

герменевтику / Георгий Исаевич Богин. – М.: Психология, 2001. – 761 с.

4. Галич О. А. Теория литературы: учебник / [Галич О. А., Назарев В. М., Васильев С. М.; за науч. ред. Александра Галича]. – [3-е вид., стереотип.]. – К.: Либідь, 2006. – 488 с.

5. Клочек Г. Д. Вища літературна освіта в контексті Болонського процесу / Григорій Клочек // Г. Д. Клочек Энергия художнього слова: [зб. статей] / Г. Д. Клочек. – Кіровоград, 2007. – С. 352–397.

6. Ковалів Ю. І. Абетка дисертанта: Методологічні принципи написання дисертації: [посібник] / Ю. І. Ковалів. – К.: Твім інтер, 2009. – 460 с.

7. Базиль Л. О. Літературознавча діяльність учителя у системі шкільної літературної освіти / Л. О. Базиль // Українська мова і література в школі. – 2013. – № 5. – С. 20–25.

8. Рибалка В. В. Теорії особистості у вітчизняній психології: [навч. посібн.] / В. В. Рибалка. – К.: ІПООД АПН України, 2006. – 400 с.

9. Марко В. П. Аналіз художнього твору: навч. посіб. / В. П. Марко. – К.: Академвидав, 2013. – 280 с.

REFERENCES

1. Averintsev, S. S. (2008). *Filologiya [Elektronnyi resurs]* [Filology [Electronic resource]. Rezhym dostupa: <http://philologos.narod.ru/texts/aver>.
2. Bakhtin, M. M. (1986). *Literaturno-kriticheskie statii* [Literary-critical articles]. Moscow: Khudozhestvennaya literatura.
3. Bogin, G. I. (2001). *Obretenie sposobnosti ponimat: Vvedenie v filologicheskuyu germenevтику* [Getting the ability to understand: Introduction to philological hermeneutics]. Moscow: Psikhologiya i Biznes Onlain.
4. Galych, O. A. (2006). *Teoriya literatury: pidruchnyk* [Theory of literature: textbook]. Kyiv: Lybid.
5. Klochek, G. D. (2007). *Vyshcha literaturna osvita v konteksti Bolonskogo protsesu* [High literary education in the context of Bologna process] Kirovograd.
6. Kovaliv, Yu. I. (2009). *Abetka dysertanta: Metodologichni pryntsypy napysannya dysertatsiy* [The ABC's of the respondent: Methodologic principles of writing the dissertation] Kyiv: Twim inter.
7. Bazyl, L. O. (2013). *Literaturoznachcha diyalnist uchytelya u systemi shkilnoyi literaturnoyi osvity* [Literary activity of the teacher in the system of the school literary education]. Ukrainian language and literature in the school.
8. Rybalka, V. V. (2006). *Teoriyi osobystosti u vitchyznyaniy psykholohiyi* [Theory of the personality in the native psycology: [handbook]. Kyiv: IPPPO APN Ukrainu.
9. Marko, V. P. (2013). *Analiz khudozhnogo tvoruv* [Analysis of the work of fiction] – Kyiv: Akademvydav.

ВІДОМОСТІ ПРО АВТОРА

БАЗИЛЬ Людмила Олександрівна – доктор педагогічних наук, доцент, доцент кафедри методики і психології дошкільної та початкової

освіти Інституту післядипломної педагогічної освіти Київського університету імені Бориса Грінченка.

Наукові інтереси: професійна підготовка майбутніх учителів української мови і літератури у вищих педагогічних навчальних закладах, професійна самореалізація педагогічних працівників у сучасному науково-освітньому просторі.

INFORMATION ABOUT THE AUTHOR

BAZYL Ludmyla Olexandrivna – Doctor of Pedagogical Sciences, Assistant Professor, Assistant

Professor of Department of Preschool and Primary Education Methodology and Psychology of the Institute of Postgraduate Teacher Education of Borys Grinchenko Kyiv University.

Circle of scientific interests: training future teachers of Ukrainian language and literature in higher educational institutions, professional fulfillment teaching staff at modern scientific and educational space.

UDK 785. 78. 34

HURALNYK Nataliia Pavlivna – Doctor of Pedagogical Sciences, Professor of the Chair of Pedagogy of Art and Piano Performance National Pedagogical University named after M.P. Dragomanov
e-mail: huralnyk@gmail.com
ORCID iD 0000-0003-2589-7398

THEORETICAL ASPECTS OF FORMING THE INDIVIDUAL STYLE OF A TEACHER–PIANIST ACTIVITIES

Formulation and justification of the relevance of the problem. Modern science offers wide coverage of various aspects of research of a personality. To investigate its individual peculiarities and forms of functioning is a matter of attraction for many scientific trends. The interest to theoretical reasoning of the problem of formation of individual style of activities emerged due to the need for further disclosure of the nature of this process and its implementation in conditions of independent learning activities of a future teacher.

Certainly, all manifestations of an individuality cannot be considered beyond the scope of its activities. This fully applies to education and upbringing, since they both deepen and complement the scope of social qualities of a personality, because it is only through individuality a person is actually able to reveal the level of his/her social significance. The processes of mutual exchange occur between the social and the personal consciousness: if a person perceives values of the social consciousness and transforms them in his/her mind, – it is a process of learning. And if a person, while learning, enriches the social consciousness is a process of creation (Yu. Levada).

Analysis of recent researches and publications. In psychological interpretation the problem of a personality attracts attention of many authors (L. M. Archangelskiy, L. P. Buyev, G. M. Gak, O. M. Leontiev, I. I. Rezvyskiy etc.). From the history of development of the scientific research on the nature of a personality we find out that the path of its research has been rather

complicated and is characterized by different approaches to this problem. We support the opinion of those scientists who believe that a personality does not exist without a set of original, unique features and qualities that are inherent only for this person, in this particular synthesis and thus, a personality is a unique individuality. Theoretical aspects of piano art were the main fields of research in scientific works of T. Kravchenko, B. Kremenshtein, G. Neihaus, G. Dagilaiskaya ets.

The uniqueness and significance of an individuality manifests itself in knowledge and skills, that are prerequisites of personal activities. The problem is, if and to what extent it is possible to intervene into the process of the forming of an individuality. One aspect of this problem is the limits of human capabilities (inclinations, skills, aptitudes, particular features, types of higher nervous activity).

The following scientific data, obtained in result of specific research in physiology and psychology has become the basis for philosophical generalization of the problem of an individual factor in human consciousness. The scientists have discovered such notions as «individually typological peculiarities of a personality» (for example, aptitudes – B. M. Tyeplov; temperament as a manifestation of different types of higher nervous activity – V. S. Merlin; the character as an individual style of activities – Ye. O. Klimov, N. D. Levitov). The fundamental works of B. G. Ananyev, G. M. Andreeva, K. K. Platonov have enriched science by the studies of a personality as a whole and in its social and