

Principles of Developing Future Navigators' Text Formation Competency While Teaching the Ukrainian Language

Tetiana Gulchuk

Abstract— The article is devoted to the problem of the choice of approaches to developing the text formation competence of future navigators. On the basis of analysis, generalization and systematization of scientific sources in language teaching methods, the priority of the choice of approaches for developing future navigators' text formation competency was justified. The essence of text-centric and multicultural approaches to language teaching was revealed. The conclusions drawn in the article can be used during theoretical justification and practical development of a methodology for developing future navigators' and marine educational institutions cadets (students)' text formation competency

Index Terms— principles of formation, text-centered approach, multicultural approach, text formation competency, speech skills, future navigators.

I. INTRODUCTION

Developing future navigators' text formation competency requires careful selection of principles, forms, methods, techniques and tools of training. Special attention should be paid to determining the peculiarities of using the text as the main training aid, since, as A. Liubashenko argues, "an essential feature of the search for the language teaching model is the intention to use educational text as an array of specific information in a specific subject field and as informative material for linguistic analysis" [12, p. 107]. Text with its significant linguistic, informational, communicative and aesthetic potential provides the creation of developmental environment in teaching the Ukrainian language, enables complex mastery of language units and development of future navigators' text formation competency.

The issue of developing school and university students' text formation competency is not new in the contemporary theory of language teaching. In particular, studies of N. Holub, O. Horoshkina, O. Kopus, L. Mamchur, M. Pentyliuk et al. stress out that text is the source of information, a product, a tool and an object of activity. The peculiarities of the methods of students' text formation skills and capacity development are considered in academic works of N. Bondarenko, L. Varzatska, V. Melnychaiko, T. Ladyzhenska, H. Shelekhova et al. Organization of school and university students' text formation activity is the focus of scientific publications of O. Hlazova, T. Hruba, I. Drozdova, O. Karaman, S. Karaman, L. Kratasiuk, L. Ovsienko, N. Perkhailo et al. However, the analysis of scientific studies

proves that comprehensive research should be done on the problem of the choice of approaches to future navigators' text formation competency development, since "teaching the language course should be based on the texts on the students' profession and on different types of tasks to them, because it is the text that is an essential material providing intensification of educational process; that attaches great importance to the development of students' spoken language on everyday and professional basis" [15, p. 9].

The objective of the article is to justify the priority of the choice of approaches to future navigators' text formation competency development based on the analysis of the scientific literature on theory of language teaching.

Methods of developing text formation competency should be conducted taking into account the State standard of approaches teaching, including

- activity-based – orientation of the educational process on developing individual's skills, practical application of acquired knowledge in different subjects, successful adaptation of a person in society, professional self-fulfillment, development of abilities of collective activity and self-education;

- competency-based – orientation of the educational process on achieving the results which are hierarchically subordinate key, general subject and subject (field) competency;

- personality-oriented – focus of the educational process on interaction and fruitful development of the personality of the teacher and his students on the basis of equality in communication and partnership in learning [4, p. 2–4].

Advantages of the aforementioned approaches are demonstrated in numerous scientific studies of Ukrainian language teaching theorists, justified in practical activity of pedagogues when developing school and university students' communicative skills. However, it is important to emphasize the priority of the competency-based approach, the essence of which, according to I. Drozdova, is that the updated content of education will form the core of personality competencies' (or set of competencies') development, and the process of acquiring the selected content will have activity-based character [6, p. 35].

The distinctive signs of competency-based approach according to the scientists (Z. Bakum, N. Bibik, A. Bohush, N. Holub, O. Horoshkin, O. Isaiev, O. Kopus, L. Mamchur, N. Perkhailo, O. Semenoh et al.) include the following: general social and personal value of developed knowledge, skills, qualities and methods of productive activity; development of competences as a unity of content orientations based on achieving national and universal human culture; creation of situations for comprehensive control of

practical application of knowledge and gaining valuable life experience skills; integrative characteristics of personality identification, associated with their ability to improve knowledge, skills and ways of working; focus on the final results of the study that are tested under production conditions; ability to solve practical tasks; competitiveness in the professional sphere.

Competences being developed have a number of distinctive features: firstly, they are multifunctional, since they are implemented in students' daily lives for solving various problems or professional tasks, for using social roles, etc.; secondly, they are supersubject and interdisciplinary; thirdly, they provide further intellectual development of personality, their thinking, self-esteem, self-reflection; fourthly, they are multidimensional, characterized from the point of view of developing mental abilities and various skills, including intellectual skills [6, p. 35]. Thus, there is a reason to talk about interdependence of approaches to language teaching, since the implementation of one of them without others breaks a system and systematic character of developing students' linguistic personality, goes beyond the accuracy of the statement "life-long education, not education for life".

We consider it necessary to explain the approaches that deserve special attention in the context of the theme of our research – text formation and multicultural. The study of scientific research demonstrated that modern language teaching theory is characterized by a lack of a common position on the categorical belonging of the text formation approach. The explanation of this "indefiniteness" is found in the scientific studies of L. Zlativ: "Text formation approach to language teaching is one of the "youngest" in theory of language teaching, that is why there is no common idea among scientists concerning its name ("text focused" is used as a synonym to "text oriented", "text formation"), and as far as notions are concerned: approach, aspect, principle" [7, p. 177]. Analytical study of scientific research on theory of language teaching convinced us of the correctness of this opinion. Thus, Z. Bakum in the article "Principles of teaching Ukrainian phonetics" said: "We suggest adding to the general methodical principles text-based teaching phonetics, or text formation principle, which implies recognition of the text as the most important unit in teaching native language. <...> Text formation principle in teaching phonetics can be realized in the following areas: text is a means of cognizing the language as multifunctional phenomenon; text is the most important means of involvement into the Ukrainian culture; teaching phonetics is carried out based on the text as a unit of language, due to which cognition of phonetic phenomena takes place, a system of phonetic concepts forms; text appears as speech work, the result of the use of language system, since it is the basis for studying language in action, phonetic patterns functioning in speaking are acquired; text is the main tool of mastering oral and writing forms of the Ukrainian language, mastering speech activity in all its forms (reading, speaking, listening, writing), communicative competence is formed on its basis; text is a way to create situations from which the real communication appears" [1, p. 134]. O. Kucheruk revealing the features of students' socio-cultural development notes, "the search for effective teaching and methodical models of social and cultural meaning allows to state that the following aspects should be taken into consideration in teaching Ukrainian: personality-oriented, linguistic and cultural, axiological, text-focused, hermeneutic,

communicative and situational, creative" [11, p. 2]. Insisting on the importance of taking into account the text-focused approach when developing students' communicative competency, L. Zlativ writes: "Text formation approach is multifunctional and involves mastering language skills and developing language skills on the text basis; understanding text structure and functions of its language units; developing skills to perceive, analyze, reproduce, create, edit their own statements" [7, p. 178].

Such categorical inconsistency can be explained by the fact that for a long time there has been no scientific consensus on the interpretation of the terms "aspect", "approach", "principle" in theory of language teaching. For credibility and logical validity of the further conclusions we will consider the most justified, in our opinion, definitions of these notions. The aspect of language teaching – is a "view, from which some phenomenon, object, event is perceived or evaluated; perspective in which they can appear" [16, p. 20]; "perspective view with some educational purpose" [13, p. 117]. The approach to language teaching is defined as "methodological category of language teaching theory which stands for a complex multidimensional phenomenon, system set of which is represented by principles, technologies, methods, techniques, tools and forms of education and which is characterized by conceptuality, procedurality, consistency, handling and efficacy" [14, p. 4]; "categorical notion of language teaching theory, which is a hierarchical system formation whose main components are laws, principles, rules, technologies, forms, methods, techniques and training aids" [9, p. 255]. The concept of principle in language teaching theory, according to I. Drozdova, has different aspects: in terms of logics, the principle is generalizing theoretical provision applied to all phenomena covered by language teaching theory, and at the same time – from the normative point of view - as a kind of guide to practical educational action [6, p. 35].

Comparative analysis of the semantic content of the aforementioned notions revealed that from the standpoint of competency and personality oriented language teaching theory text formation approach to teaching the Ukrainian language is a technological system of principles, methods and teaching tools aimed at developing text formation competency and development of linguistic personality, in particular. In the current educational reality realization of text formation approach in the system of training future ... is an important way of "solving contradictions between teaching, focused on developing students' individual knowledge and skills, which is characterized by the dominance of the reproductive character and the for need time in developing spiritually rich linguistic personality which would have some competencies" [10].

According to O. Bozhko, N. Holub, I. Drozdova, H. Shelekhova et al., "text formation approach is multifunctional and involves mastering language skills and developing speech skills based on texts; understanding the text structure and functions of its language units; development of skills to perceive, analyze, reproduce, create, edit their own statements; implementation of interdisciplinary connection of the Ukrainian language and other subjects; and as a final result it contributes to developing students' communicative competency. That is, it allows to effectively develop linguistic, speech, socio-cultural, activity-based competency together" [2, p. 2].

We agree with the opinion of I. Drozdova, that the text formation approach to language teaching involves the selection of model texts with typological characteristics of certain speech genres, and presents language as a system of subsystems that operate in various fields of communication. Linguistic analysis and interpretation of texts of different speech genres contributes to developing independence of thought, creating a language concept as a functioning system, acquiring skills of specialist's professional speaking which finally provides the development of communicative competence [5, p. 264]. Considering the text formation approach to teaching the Ukrainian language will enable the systematic character of developing the skills of perceiving, analyzing, interpreting and creating texts of different genre and style belonging in the course of future navigators' professional activity.

Traditional understanding of the content of the training course of the Ukrainian language, the components of which are relevant knowledge, skills in terms of personality and competency oriented education can be supplemented by such semantic components as experience of language production activity and experience of values-based attitude to the world, the ability to cultural and effective communicative behavior in different social situations, readiness for creative self-realization in the information society [10]. The effectiveness of the implementation of these components depends on the implementation of multicultural approach to teaching Ukrainian, because "the world is multicultural, it is constantly changing and evolving, and therefore there is a growing interest in society in language teaching as an important tool of human life activity. Linguistic education is an important tool that promotes a dialogue between cultures in the world, develops the consciousness of the personality and their ability to be socially mobile in the society" [8]. Multicultural approach to language teaching will ensure the development of students' skills not only to participate in active intercultural communication, but also to represent themselves as a linguistic personality in a multicultural society, to become a carrier of linguistic experience accumulated by many generations. In addition to that, the implementation of this approach will enable training students for multicultural education, which is understood as "a component of professional education aimed at acquiring cultural and educational values of other cultures based on knowledge of the ethnic and cultural groups' culture, as well as the interaction of all cultures on principles of mutual understanding, tolerance, dialogue and pluralism" [3, p. 9]. Distinctive feature of implementing the outlined above approaches to teaching the Ukrainian language to future navigators is their integrative character caused by the aim and objectives of mastering the language.

The prospects for our scientific studies we see in the research on principles and developing future navigators' text formation competency.

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