

FORMATION OF RESEARCH COMPETENCE OF STUDENTS IN THE PROCESS OF STUDYING THE SYNTAX OF THE UKRAINIAN LANGUAGE

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Abstract: The article deals with the specifics of the formation of research competence of higher education students in studying the syntax of the Ukrainian language as an important approach to training future teachers of philology, which integrates the intellectual potential of the student, his creative activity, cognitive motivation. Various theoretical approaches to the study of the research approach in language teaching are analyzed. Emphasis is placed on the main components of language research competence: independent search, research, problem solving; creative experience related to the production of new ideas, language patterns; ability to apply the acquired knowledge of the Ukrainian language in research activities; language knowledge as an element of the content of education and the result of assimilation of theoretical information. It was found that the basis of the research type of teaching Ukrainian syntax is a problem-solving method aimed at self-development of personality, and an important aspect of the formation of research competence of future teachers of Ukrainian language and literature while studying syntax is the creation of problems related to independent search explanation, substantiation, proof of connections between linguistic concepts and phenomena, formulation of own conclusions. The most productive types of problem tasks during the study of the syntax of the Ukrainian language are determined: aimed at the study of certain syntactic units; search problems; tasks with research elements; educational and cognitive tasks. Examples to each type of the specified tasks with the explanation of expediency of their application at studying of different subjects from syntax are shown.

Keywords: Language research competence, Problem task, Research approach, Research competence, Syntax.

1 Introduction

Implementation of the Concept of the New Ukrainian School involves updating the content and methods of teaching elementary school students, the implementation of personality-oriented learning and the creation of appropriate scientific and methodological support. The new content of education is based on the formation of competencies needed for self-realization in society, as well as on the pedagogy of partnership, development of opportunities and abilities of students [36]. This places new demands on the training of applicants for higher education future teachers of general secondary education. First of all, it is important to form in them the ability to carry out facilitative pedagogical interaction, which involves the education of individuals who are able to act on their own initiative and be responsible for their actions, cooperate with others, be critical. One of the ways to introduce facilitative tools in the educational process, in our opinion, is the organization of research training. The analysis of the system of research tasks on syntax as an important means of forming the language research competence of higher education seekers, as well as substantiation of their expediency in their study of syntax by future teachers of philology in higher educational institutions is the purpose of our investigation.

To achieve this goal, the following research methods were used: theoretical substantiation of the research approach to language learning, forecasting its results; method of classifications; comparison, analysis and synthesis of research results.

2 Literature Review

The essence of the research approach to language learning is theoretically substantiated in a number of scientific

investigations devoted to the linguodidactic competence of future teachers of Ukrainian language and literature (Ostapenko) [20], professional linguodidactic competence of masters of philology [13]; implementation of the competence approach to language learning in primary and secondary school, suggested by Varzatska [40], N. Golub [10], O. Goroshkina [11], L. Mamchur [15], M. Pentilyuk [21], G. Shelekhova [29]; in higher education institutions [14].

We can distinguish different aspects of the study of research competence in psychological and pedagogical science: from a systemic point of view (M. Novozhilova [17], O. Obukhov [18], O. Poddyakov [23], A. Skotnikov [30], etc.), knowledge-operative (M. Choshanov [7]), procedural-technological (S. Vorovshchikov [38], A. Khutorskaya [12], etc.), functional-activity (N. Bibik [2], O. Savchenko [28], and others), axiological (V. Slastyonin [31]) and other researchers' approaches.

A. Khutorskaya interprets language research competence as "a set of student competencies in the aspect of independent cognitive activity, which contains elements of logical, methodological, general educational activity, correlated with real cognitive objects" [12]. These competencies combine language knowledge, the ability to set goals, plan, analyze, reflect, self-assessment of educational and cognitive activities.

L. Repeta defines research competence as "a personal skill that is formed in the process of research, aimed at independent knowledge of the unknown, problem solving" [27, p. 29]. O. Ushakov interprets it as "an integral quality of personality, expressed in the willingness and ability to independently find solutions to new problems and creative transformation of reality on the basis of a set of personally understood knowledge, skills, abilities, values and guidelines" [37] and I. Bulimova defines it as an integral "quality of personality, which is manifested in the general ability and readiness for independent research, based on knowledge, skills, abilities, and experience acquired in the process of socialization and learning and focused on successful personal or socially significant research, creative transformation of reality" [6].

For example, by researching syntactic units, the learner acquires such creative skills as the application of logical actions in non-standard situations, modeling of theoretical positions from practical educational and research activities, solving problem situations.

3 Materials and Methods

Linguistic research competence integrates the intellectual potential of the learner, his creative activity, cognitive motivation, which is expressed in the form of search, research activity of the individual. Its components are 1) value guidelines aimed at independent search, research, problem solving; 2) experience of creative activity related to the production of new ideas, language patterns; 3) ability to apply the acquired knowledge of the Ukrainian language in research activities; 4) language knowledge as an element of learning content and the result of assimilation of theoretical information.

The basis of language research competence is logical mental techniques (abstraction, characterization, theoretical reasoning, analysis, synthesis, transformation, comparison), which actualize different levels of thinking (knowledge, understanding, application, analysis, synthesis, evaluation) and enable the readiness of the student to perform purposeful analytical-synthetic and search-transforming actions, practically applying language knowledge in the process of theoretical and practical explorations.

S. Omelchuk [19, p. 20] identifies three groups of language learning and research skills as a component of research competence:

1. Creating a learning problem situation:

- The ability to see the problem (for example, in the process of studying simple sentences, students can be offered a solution to the problem situation. Can we say that the proposed sentences (1. Dark night. 2. Dark night around) belong to the same type?);
- The ability to ask problematic questions and answer them (for example, studying the types of predicates, students can formulate a problem question: Why was the predicate like “was the teacher” is composed, while the predicate “will read” simple?);
- The ability to put forward and refute hypotheses, formulate options for solving the problem (for example, offering students to formulate and test the hypothesis: simple sentences in which the predicate is expressed by a verb in the form of 2 singular, are definite-personal (compare: You sit and look at the cloudless sky; What you sow, you will reap, and the like);
- The ability to formulate definitions of language concepts.

2. Carrying out of educational researches with step-by-step control and correction of results:

- Ability to observe (object of observation syntactic units) and highlight the basic properties of language units;
- Ability to analyze (highlight and explain the linguistic phenomenon) and synthesize (know the linguistic unit as a whole);
- Ability to conduct a linguistic experiment, i.e., to change the basic model (structure) of the language unit, which involves the creation of a secondary language unit: for example, to change sentences so as to form different types of complications: separate applications, definitions, circumstances;
- Ability to use different sources of information (for example, using theoretical information from several textbooks, to compare information about the classification of sentence members (syntax) in accordance with the formal-syntactic and semantic-syntactic approaches); on the basis of information from different linguistic sources to compare information about the use of punctuation in a compound sentence without conjunctions);
- Ability to draw conclusions based on existing knowledge (for example, comparing sentences, to determine the difference between simple noun and incomplete elliptical sentences);
- Ability to argue own judgments;
- Ability to classify syntactic units according to certain criteria or principles of division;
- Ability to compare (for example, analyzing sentences, to determine which of them should be dashed between the subject and the predicate: The whole world is an inexhaustible variety of topics. Your mission is to call lost souls to paradise. Water is not the enemy of man. Life as fate in the mirage of the day).

3. Presentation of the results of educational research:

- Ability to structure language material (create a model of the studied topic in the form of algorithms, schemes, tables, projects);
- Ability to prove or disprove a statement; ability to substantiate, prove;
- Ability to establish cause-and-effect relations between linguistic facts;
- Ability to evaluate the obtained results and apply them in new situations.

Thus, research competence expresses the intellectual and creative potential of the individual, the ability to carry out productive learning activities in the process of learning a

language. It is based on language knowledge, intellectual abilities, creative productivity, creativity [1, 4, 5].

4 Results and Discussion

Language research competence is the basis for the development of professional competencies, as it helps to learn, allows the student to become flexible, competitive, which is necessary for future professional activities of teachers. The condition for the formation of this competence is to give preference in the study of the Ukrainian language to the research approach, which integrates productive methods of cognitive activity of students, promotes education, initiative, development of thinking abilities, the need for research.

The research approach involves the purposeful implementation of intellectual actions necessary for the acquisition of language knowledge, skills and abilities, their use in further learning and practice. The high level of such activity is made possible by the organization of the educational process, in which students not only reproduce what they have learned, but observe the facts of language, comprehend and compare them, apply knowledge in practice.

The basis of the research type of teaching the syntax of the Ukrainian language is a problem-solving method aimed at personal self-development.

Problem-based learning is realized in the form of special tasks, the basis of which is the concept of the problem – “a complex theoretical or practical issue that needs to be solved” [8, p. 121].

The formulation of problem questions promotes the creative activity of students and the formation of their creative abilities. However, it is important to remember that the motivational side of the problem situation is important, the student has such a level of language knowledge and speech and communication skills that would be enough to start looking for an answer to the problem question.

When creating a problem task, it is necessary to group and present educational material so that students draw their own conclusions and find certain patterns. For example, one can simply state that the definition, which has the additional meaning of the cause, is separate, and, therefore, after it we put a comma. This explanation involves memorizing the conditions of separation. One can submit the same material in the form of a problem task. For example, we ask compare the sentences:

1. *A girl dressed in a green dress walked past a flower shop.*

2. *Excited by yesterday's events, the girl could not sleep for a long time.*

We ask why the first definition expressed by the inversion of the adjective is dressed in a green dress, is not separated, while the second definition (also expressed by the inversion of the adjective excited by yesterday's events) is separated? The search for the answer helps to realize that the separate definitions may have an additional meaning that goes beyond the usual meaning for this member of the sentence – the expression of a sign of something or someone.

The problematic task puts the student in front of the fact of discrepancy between the knowledge he has and the requirement to master new material. For example, when getting acquainted with the semantic-syntactic structure of a sentence, we work out the concept of syntax as a reflection in the expression of objects and phenomena of the extraverbal world. One of the syntax is an instrumental syntax that denotes the tool or means by which an action is performed. To understand the specifics of such a unit, we can formulate a problem: compare sentences, determine the syntactic function of selected words, find out the differences between them and indicate which of them can be called instrumental syntaxes and why (1. He wore a scythe like a good painter with a brush. 2. His grandfather turned out to be a remarkable carpenter, he made many windows and doors with

his plane. 3. Vacationers walked through the forest. 4. I was simply fascinated by how she skillfully crosses pictures of nature). In the first two sentences, nouns in the singular instrument indicate the instrument of a certain action, and, therefore, are an instrumental syntax, which is correlated in the formal-syntactic structure of the sentence with the appendix. Nouns in the next two sentences also have the form of the instrumental case, but do not name the instrument of action. The word forest in the given context indicates the territory, so this syntax is locative, and in the formal-syntactic structure of the sentence the word form plays the role of a circumstance of place. The noun cross is a secondary predicative syntax or circumstance of the mode of action from a formal-syntactic point of view. The problem task creates a cognitive problem that encourages students to think, analyze linguistic facts, compare them, and draw conclusions.

A sign of the research task is the problem associated with the independent search for explanation, justification, proof of connections between language objects or phenomena, the active participation of students in the formulation of independent conclusions.

According to the taxonomy of learning goals and results of B. Bloom, which connects thinking with skills of different levels of complexity, research tasks can be correlated with the sixth level (assessment), which requires a high level of thinking [24, p. 51-52], because assessment is the ability to argue, prove, draw conclusions in a particular situation on the basis of acquired knowledge and experience, to justify, generalize the meaning of language material.

The State Standard for Basic Secondary Education states that one of the cross-cutting skills is the ability to “solve problems, which involves the ability to analyze problem situations, formulate problems, make hypotheses, practically test and substantiate them, obtain the necessary data from reliable sources, present and justify solutions.” [32]. A similar formulation of the necessary skills is contained in the professional standard for the profession of “Teacher of general secondary education”: apply in teaching scientific methods of cognition, observe, analyze, formulate hypotheses, collect data, conduct experiments, analyze and interpret results, create models and determine their significance [25]. Important aspects of modernization of educational programs for teachers, in accordance with the Concept of development of pedagogical education [35], is the introduction of competence, acquisition of research skills in the future position, personality-oriented approach in pedagogical education. Given this, the formation of research competence of the future teacher is a necessary condition for the professional training of students in the specialty 014 Secondary, in particular, future teachers of philology.

One of the aspects of forming the research competence of future teachers of Ukrainian language and literature while studying syntax is the creation of problem tasks. Based on the generalization of different approaches (P. Bilousenko [3], L. Piskorska and V. Skuratovsky [22], A. Furman [9], etc.) regarding their types, we consider them quite productive when studying the syntax of the modern Ukrainian language with students the following:

1. Problematic tasks aimed at research and substantiation of a certain syntactic unit (phenomenon), the possibility of using it in speech. For example: which version of the nouns of a sentence with a separate circumstance, expressed by the adverbial inflection, is grammatically correct Passing by the tower, the clock struck the twelfth, or Passing by the tower, we heard the clock strike? To solve the problem situation, students need to determine the predicative center of sentences and remember that the subject of the action expressed by the predicate and the action expressed by the adverbial inflection are the same.

2. Problematic search tasks that encourage students to compare (contrast and compare) linguistic phenomena and facts. For example, when studying complex sentences, one can offer to compare sentences and determine which of them is complex: 1.

A green grasshopper plays the trumpet, and the sky flows down in blue bells. 2. Sometimes a person keeps in mind the idea of the existence of a certain nuance of the word, and cannot remember the word itself. Students in the process of finding the answer determine the main members of the sentence, find out the number of predicative cents and conclude that the conjunction and combines in the first case parts of a complex sentence (because there are grammatical bases), in the second homogeneous predicates.

3. Problematic tasks with elements of research involving the analysis of linguistic phenomena. For example, we give the task to study a paragraph from the textbook of I.R. Vykhovanets Grammar of the Ukrainian Language. Syntax, which deals with substantial syntaxes [39, p. 258–264], and to investigate with which members of the sentence according to the formal-syntactic structure and according to which features the subjective, object, addressee, instrumental and locative syntaxes can be correlated.

4. Educational and cognitive problem tasks, which require the application of acquired syntax knowledge in new practical conditions, encourage the generalization of certain linguistic facts. For example, studying a text as a sequence of topics that unfold according to different types of progression (simple linear, progressive with a cross-cutting theme, progression with derivative themes, with a branched theme, progression with a thematic jump), we suggest that students reconstruct the text from the given sentences:

Talented artists from Ukraine, Spain, Argentina, Australia and France enlivened the capital's urban landscape with fascinating paintings.

Over the past few years, artists have decorated the exterior walls of Kyiv buildings with dozens of bright and large-scale paintings murals.

They are intended to draw attention to important topics and pressing issues: the struggle of Ukrainians for freedom and dignity, the threat of global warming, prominent personalities and more.

Incredible portraits, landscapes and abstractions not only delight the eye with their colors and craftsmanship.

It is possible to formulate the task to select for each type of progression the corresponding text from the offered ones:

1. In medieval Europe, the method of knitting prevailed in the manufacture of tapestries. Technically, it is close to both weaving and weaving. As on the loom, continuous threads are stretched horizontally and vertically, between which colored shuttle threads are woven (simple linear progression).

2. My father knew everything. He even knew the name of each individual mountain peak. He was no longer a city father. He again eagerly mentioned that he had once been a country boy, he acknowledged this, his past brought him joy... (I. Becher) – a progression with a cross-cutting theme.

3. Fauna and flora are preparing for the approaching winter. Seeds and fruits ripen. Yellowed places can be seen on the leaves of trees and bushes, some trees have already turned completely yellow. The days become noticeably shorter, the nights longer (progression with derivative themes).

4. Two women, old and young, came out of the house with a laundry basket. The old woman looked straight and stiff, the young woman was leaning forward with a tired face. ...Both women touched their underwear. The old woman said, “Very wet. Wait for ironing.” The young woman said, “Just for ironing.” She began to put laundry in the basket. The old woman said: “It's still quite wet.” The young woman said, “Just ironing.” “Very wet,” said the old woman. The young woman said: “Who likes it. You like ironing dry clothes, I like wet ones” (A. Zegers, The Seventh Cross) is a progression with a branched theme.

5. Joachim Brandenburg said: "When I was coming here, I met a horse on the way. He had a long wound on his upper private thigh that was bleeding heavily. He raised his left front leg slightly. A gloomy red gleam of fire from the houses shuddered in his eyes. The horse rusted. It was loud at night. Nobody cared about it (W. Steinberg, When the clock stopped?) a progression with a thematic jump.

The problem is that the task requires the student to analyze theoretical information, generalize.

The algorithm for working with a learning problem contains four main stages: the creation of a problem situation by the teacher, the perception of the problem by students, finding ways to solve the problem, checking the completed task.

5 Conclusion

It was found that the research approach involves the purposeful implementation of intellectual actions necessary for the acquisition of language knowledge, skills and abilities, their use in further learning and practice. The student's ability to creatively, systematically, comprehensively assimilate language material is substantiated. In creating educational problem situations in the Ukrainian language, it is advisable to use theoretical issues of syntax, practical material, logical contradictions, and students' cognitive interests. The content of each situation covers students' knowledge, life experience, motives, interests, etc.

Purposeful use of elements of research learning in the process of studying syntax activates the motivational reserves of students, directs the search for the unknown, enhances independence, provides intense mental activity, creates conditions for the formation of the ability to creatively, systematically, comprehensively assimilate language material.

Research training is aimed at finding explanations and proving natural connections and relationships between facts, phenomena, processes, provided that students independently use the methods of scientific methods of cognition, as a result of which they actively master knowledge, develop their research skills and abilities. Educational and research activity, being in close connection with other types of creative activity, provides an active cognitive position associated with long-term internal search, comprehension and creative processing of educational information, analytical-synthetic thought processes, the subjective significance of discovering new knowledge.

This type of activity enables the formation of research competence of higher education students – future teachers of Ukrainian language and literature. Thus, the research approach to teaching the syntax of higher education seekers – future teachers of Ukrainian language and literature is an integration phenomenon, which, as part of linguodidactic training, involves the implementation of productive teaching methods focused on research competence, cognitive activity and independence, creative thinking. The implementation of the research approach during the study of the Ukrainian language in the higher educational institution corresponds to modern trends in the development of language didactics and university language education. Content of curricula for bachelors of philology specialty 014 Secondary education provides a choice of new approaches to the study of linguistics (competence, research, activity, personality-oriented), which will improve the quality of educational activities of graduates, their ability to learn throughout life.

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