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Methodological Analysis and Methodological Interpretation as Methods of Implementation of Competency-based Approach to Training Future Teachers of the Russian Language

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Abstract

The need to implement a competency-based approach to the training of subject teachers is determined by the requirements of The Federal State Educational Standard of Higher Education and The Professional Standard of the Teacher. In this regard, a number of problems arise and among them, there are ones which are of particular relevance for this study: a) the formation of a number of general professional and special professional competencies with reference to each other and b) the development of the future teachers' experience of the value attitude to the process and results of training. The analysis of scientific sources allowed us to formulate the initial provisions of the study. The first is the need for a combination of cognitive and axiological approaches in training of Bachelors of Philology and the second is the importance of creating a lesson or its fragment by students, which helps them to obtain the value attitude to the selection of content, methods and techniques of teaching the Russian language. These provisions are implemented in the case of using such teaching methods as the methodological analysis of the textbook paragraph and the methodological interpretation of the text. The article defines the methods of teaching which are considered in the study and introduces the concept of methodological vigilance. It describes in detail the content, stages, methods and results of methodological analysis of the paragraph and methodological interpretation of the text and reveals the influence of these methods on the students' ability to create a lesson based on the materials of the textbook or a lesson fragment based on the text on their own. The ascertaining experiment shows that the third-year students' ability for the methodological analysis of the textbook paragraph is low, while the 4th-year students experience serious difficulties in the methodological interpretation of the text. The control experiment reveals that the systematic use of these methods in training the future teachers of the Russian language led to the increasing productivity of their methodological activity, increasing of the level of their independence, the formation of responsibility for the content, methods and techniques of teaching. Both methods had a positive impact on the development of students' methodological vigilance as well as their linguistic and methodological competency.

Key words: competency-based approach, competency-based methods of training bachelors, linguistic and methodological competency of the Russian language teacher, analysis of the paragraph of the school textbook, methodological interpretation of the text, methodological vigilance, experience of value attitude to the selection of

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content, methods and techniques of teaching.

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Introduction

Problem statement

The Federal State Educational Standard of Higher Education and The Professional Standard of the Teacher are the main documents defining a leading role of the competency approach in training the future teacher today (The Ministry of Science and Education of the Russian Federation, 2016). The general professional competencies presented in these documents indicate the ability of the future teacher to carry out practical training and educational activities and be successful in interaction with all participants in the educational process.

In the process of training subject teachers at the University, along with others, professional competencies must be formed. Special attention must be paid to the methodological and subject competencies that determine the mastership of the content, methods and techniques of subject learning. In this regard, the problem of application in training of such methods which provide the formation of a number of general professional and professional competencies with reference to each other and need to be solved.

Another significant problem of higher pedagogical education is the combination of cognitive and axiological approaches in the training of future teachers. Bermus (2005) noted that a four-component model which includes knowledge, skills, experience of creative activity and experience of value attitude, could represent competence-oriented education. The first three components in the training of bachelors of pedagogical education are given pride of place to, while the formation of the experience of value-based attitude to the selection of the content of training and teaching methods are very rarely in the view of University teachers.

To solve these problems in the process of training the future teacher of the Russian language, we turned to the analysis of the works of teachers and methodologists related to the topic of our study.

Research question

The founder of the methodology of teaching the Russian language Buslaev (1992) noted: “To determine the teaching of language, it is necessary, first, to determine the subject itself, i.e. linguistics, and, secondly, to show how this subject should be a means to education and how to bring the student to a thorough knowledge and conscious action”. Considering the value orientations and cognitive structures in teaching in the XXI century, Kulyutkin & Bezdukhov (2002) also argue that organizing learning activities of students the teacher should provide conditions that would allow the student to get acquainted with the content of the training material but also to understand its value and, most importantly, to incorporate the acquired knowledge in the system of active operations” (Kulyutkin & Bezduhov, 2002).

Researchers at the training of future Russian language teachers agree that it is necessary to form linguistic and methodological competency of Bachelors of Philology (Sinichkina, 2010; Isaeva, 2016). However, many authors have focused on a combination of key strategies methodological training: cognitive and axiological (Deikina, 2016; Isaeva, 2016; Ryabukhina, 2018). Deikina (2016) stressed that “the cognitive approach, fostering a culture of understanding and environment of the individual” defines the strategy of teaching the Russian language at school “along with the axiological one”. Sinichkina (2010) defines the linguistic and methodological competency of the future philologist as “the ability to teach the native Russian language which performs a metasubject function in the educational process, based on the system of knowledge about the language and the methodology of its teaching through the lens of axiological categories of pedagogical activity and awareness of language as a national-cultural phenomenon” (Sinichkina, 2010). Isaeva (2016) points out that “the cognitive strategy focused on mastering the basic competencies that provide the theoretical and methodological basis of professional activity, the content of which is fundamental linguistic knowledge, as well as ways of mastering them, will contribute to the formation of linguistic thinking and the development of cognitive abilities of bachelors”.

In our opinion, the axiological approach to the training of future philologists is implemented not only in the formation of their value attitude to the language but also in the development of responsibility for the selection of the content, methods and techniques of teaching, in the development of self-assessment skills carried out methodological projection and didactic equipment lesson. Thus, one of the starting points of our study was the need to combine cognitive and axiological approaches in the training of future teachers of the Russian language.

Considering the content and methods of competency-based training of bachelors, many scientists focus on its activity component. Borytko (2007) includes in the system of values of the teacher responsibility for the implementation of educational activities, the search for constructive ways to solve pedagogical problems. Sinichkina (2010) points out “competence is always seen in the activities at the solution of professional tasks...”. Tabatchenko (2007) stresses that within the activity approach “position of the teacher is to organize educational-cognitive activity of the student. Teaching is primarily the organization and promotion of learning” (Tabatchenko, 2007). Isaeva (2016) describes the application in the training of bachelors of “projective strategy focused on mastering the practical competencies and providing the experience of independent professional activity through modeling the lesson of the Russian language in accordance with the new requirements of the Federal State Educational Standard”.

Therefore, here is the second important for our study starting position: in the training of the Bachelor of Philology within methodological disciplines and pedagogical practice a student is to be put in the situation of creating the content and selection of teaching methods followed by self and peer assessment.

Reliance on these initial provisions should ensure the acquisition of students’ experience in the projection of teaching Russian language based on a combination of cognitive and axiological approaches to the subject and the formation of responsibility for the educational activities.

Research methods

Purpose of the study

We have identified the problems of competency-oriented training of Bachelors of Education, the results of the analysis of scientific literature and formulated on its basis the original position of the study led to the purpose of the study. It is the identification, description and experimental verification of teaching

methods, ensuring the formation of general professional and special professional competencies with reference to each other, the integration of cognitive and axiological components in training bachelors teaching the Russian language at school.

Methods

The following methods were used: theoretical (analysis, synthesis, specification, generalization, and modeling); diagnostic (interviewing, method of cases and tasks); empirical (study of reference documentation, pedagogical observation); experimental (ascertaining, forming, control experiments), method of statistical processing of results.

The experimental base of the research

The experimental base of the research was the philological faculty of the Perm State Humanitarian Pedagogical University.

Investigation phases

The study was conducted in three stages:

- at the first stage the theoretical analysis of the existing methodological approaches to the solution of the identified problems in pedagogy and methods of training of future subject teachers was carried out, the scientific literature, dissertations, the content of the disciplines of the curriculum providing methodological training of bachelors-philologists were analyzed; the problems, purpose and methods of research were determined; the plan of the experimental part was drawn up;
- at the second stage, the theoretical development of the basic concepts of the study was carried out; the methodological description and didactic equipment of the studied methods of training bachelors were created, the stages of their appropriate inclusion in the learning process were determined, the educational situations of the application of the methodological analysis of the paragraph and the methodical interpretation of the text were modeled;
- at the third stage, a pedagogical experiment was conducted which included ascertaining, forming (training) and control parts; the results of the experimental work were interpreted and statistically processed.

Results

As a result of the study the effective methods of training bachelors for teaching Russian at school are revealed in terms of the formation of general professional and special professional competencies with reference to each other, as well as the integration of cognitive and axiological components of professional activity: the methodological analysis of the paragraph of the school textbook and the methodological interpretation of the text.

The content of the identified methods was determined and their methodological and didactic support was created. The approbation of the studied methods was organized in the training process of 3-5-year students of the philological faculty.

We present the results of the study for each of the methods separately.

The results of the method "analysis of the paragraph in the school textbook"

The methodological analysis in activity of the teacher of the Russian language represents analysis and an assessment of a number of objects and processes connected with training. A kind of methodological analysis used in the course of our study for the acquisition of students' experience in the selection of content, methods and techniques of teaching and based on it the projection of the lesson is **the analysis of the paragraph in the school textbook**.

The experimental study of the use of this method in teaching was preceded by the discipline "Basics of teaching Russian at school" and introductory pedagogical practice. Diagnostics of the third-year students' ability to analyze a particular paragraph in school textbooks at the ascertaining stage (the experiment involved 25 students) showed that the main shortcoming that the students experienced was the inability to apply knowledge about the types, structure and content of the lessons of the Russian language on the material of a particular paragraph, such as:

- errors in the formulation of the aim of the lesson (32%);
- difficulty in determining the content of the reference repetition (40%);
- students cannot choose the best method to study the topic of explaining the new material, do not pay attention to the "hint" of the textbook about the method, if there is any (48%);
- most third-year students do not understand the importance of methods of processing new information for its understanding and memorization and do not include these techniques in the projected lesson (72%);
- some students ignore the stage of learning of how to apply new knowledge (24%);
- there are difficulties in choosing exercises from the paragraph for the primary consolidation and replenishment, if necessary, the system of these exercises (36%);
- students do not always take into account the requirements for diversity and differentiated nature of exercises, alternation of oral and written forms of work (48%);
- not all third-year students are able to identify the possibilities of speech development, laid down in paragraph (40%);
- there are difficulties with the definition of exercises and tasks that form a valuable attitude to the language (60%).

The results of the diagnosis allowed us to state that the work carried out in the practical classes of the discipline "Basics of teaching Russian at school", as well as introductory pedagogical practice did not give the desired result for mastering the skills of creating a lesson based on the materials of the paragraph of the textbook. The main obstacle, from our point of view, was the absence of students' attitude to the value of learning activities.

At the formative stage of experimental work in practical training on the subject "Methods of teaching Russian" (3rd and 4th year) a plan of analysis of the paragraph of the textbook was included. It implements the idea of integration of cognitive and axiological approaches to the taught subject and contributes to the formation of the responsibility of bachelors for the projected lesson.

Here is an example of a plan analysis of the paragraph, the results of which are used to create a lesson of learning new material:

1. Study the content of the paragraph, determine its place in the system of work on the Russian language in this class (which was studied before the paragraph and which will be studied after it).
2. Specify the number of lessons required to study the paragraph.
3. Determine the theme, aim and tasks of the lesson of learning new material within this paragraph.
4. Is there any material in the paragraph for reference repetition? If not, specify that you want to repeat.
5. Does the tutorial offer a method of explaining new material? If not, what method is better to use? Why?
6. Does the tutorial offer a method of the application of the rule (figure reasoning)? If not,

how will you teach the application of the rule?

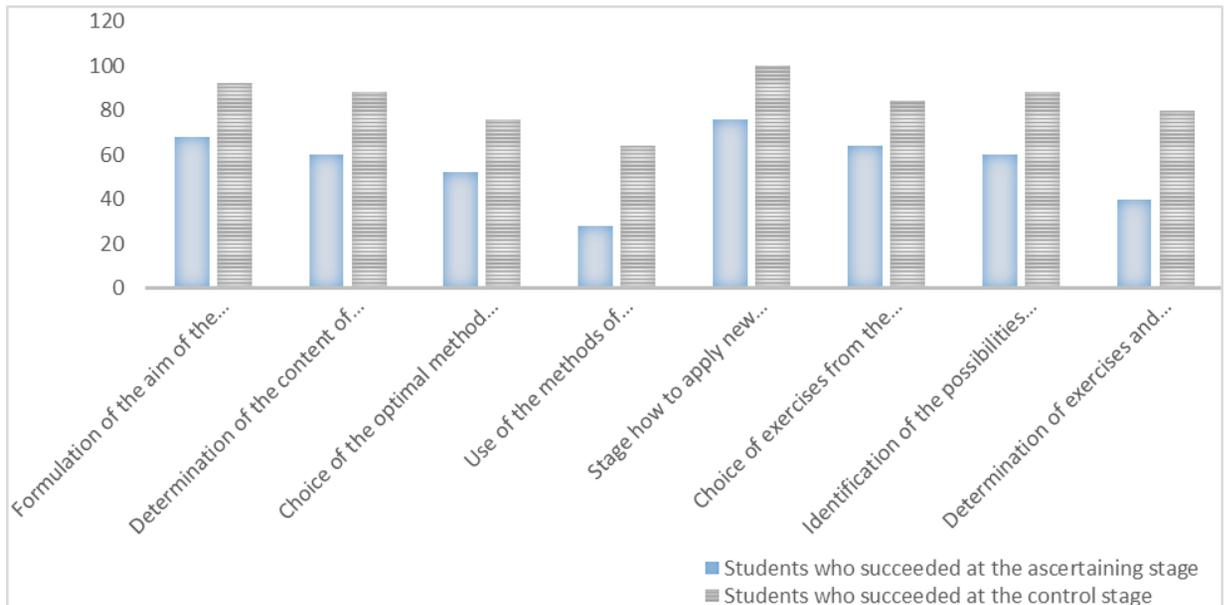
7. How many adapter exercises does the paragraph contain? Are there enough of them or will additional ones be needed? Why and what?
8. What are opportunities for the development of speech in the paragraph (dictionary work, material on the culture of speech, tasks for the development of coherent speech)?
9. What should be repeated at the lesson along the way according to the material of the paragraph (phonetics, vocabulary, morphemics, word formation, morphology, syntax, spelling, punctuation)? Which sections are not mentioned?
10. How are the issues of formation of value attitude to the Russian language solved in the study of the paragraph? What tasks contribute to this?
11. How will you check the results of the learning new material?
12. What can be given as a home task?

The peculiarity of the formulation of the points of the plan is that if any of the requirements for the lesson in the paragraph of the textbook are not fully implemented, the student independently makes adjustments and selects the missing material and he/she justifies all these changes. The need for justification increases the development of their competency. In the lesson, several options for the analysis of the paragraph are suggested which allows to compare them and choose the most optimal one. The responsibility for the projection of the lesson is being formed.

Methodological analysis of the textbook paragraph also leads to the following results:

- contributes to the development of skills of analysis of the language material presented in the paragraph and evaluation of the didactic potential of the paragraph;
- stimulates the conscious choice of methods and techniques of learning in the study of this topic;
- puts the bachelor in the position of the teacher who is responsible for the content, methods and results of training.

At the control stage of the experiment, the methodological analysis of the textbook paragraph was proposed as a practical part of the midterm assessment for the 4th-year students (the exam on the methodology of teaching Russian). The same 25 students who participated in the ascertaining stage at the 3rd year of studies performed it. The diagram presents the dynamics of the skills of methodological analysis of the paragraph of the textbook:



The increase of the development of students' competency in the analysis of the materials of the paragraph for the subsequent projection of the lesson is obvious. It was subsequently confirmed by the reviews of group leaders and teachers who supervised pedagogical practice at the 4th year of studies.

Working with the methodological analysis of the paragraph, the future teacher works with the ready materials, learns to identify the views of the authors of the textbook about the aims of training, ways to achieve the result and the value of this lesson for teaching Russian to students. He/she also takes responsibility for the content and methods of training selected for the projected lesson. For the full formation of linguistic competency and the development of a sense of responsibility of the future teacher for the content, methods and results of teaching the Russian language, we have included **methodological interpretation of the text training** in the experimental work. The appeal to this method is also determined by the fact that the text competency is recognized as one of the universal competencies of the teacher of the Russian language

Results of the method "methodological interpretation of the text»

The methodical interpretation of the text we understand as the identification of the training opportunities available in the text based on its linguistic and methodological analysis and the creation of a set of tasks that simulate the use of the text in various situations in the teaching of the Russian language. It can be exercises and tasks to study one of the topics of the course, didactic material for a certain stage of training, tasks for independent work with the text, for the development of students' speech, etc.

What is the peculiarity of methodological interpretation? First, its purpose is to teach the student to see, evaluate and apply in practice the linguistic and methodological possibilities of the text.

The methodological steps of interpreting include:

- general understanding of the text, consciousness of its content;
- linguistic analysis of the text (definition of themes, ideas, stylistics, rhetorical mode; the selection of language units, determination of their forms, unusual meanings, functions in the text (including the particular expression, linguocultural markedness);

- establishment of "methodological load" of these units, i.e. revealing the connection of their meanings and forms with the content of the sections of the school course of the Russian language;
- choice of educational situation in which the text can be applied;
- methodological equipment of the text (selection of tasks to it according to the chosen theme, a stage of training, the purposes and tasks of the address to the text, passing repetition, methods of training);
- presentation and justification of the created version of the methodological interpretation;
- reflection on the results of the methodological interpretation of the text.

The instruction how to teach the methodological interpretation of the text is given below:

1. Read the text carefully. Comprehend its content, composition, stylistics, language features.
2. Analyze the possibility of using this text in the lesson of the Russian language. Specify the class, training topic, training stage, the purpose of the appeal to the text. Identify topics for passing repetition. Give your reasons.
3. Prepare at least 3 tasks in accordance with the specified training topic and the purpose of the appealing to the text and 1 – 2 tasks for passing repetition. Formulate and write them down (a task that forms a valuable attitude to the Russian language should be present).
4. Complete one of the tasks, comment on it orally. Determine how you will assess the completion of this task by students.
5. What knowledge, subject skills and universal educational actions will be formed (practiced, controlled) in the process of completing your proposed tasks (list 2 tasks to choose from)?

The target setting for the creation of a methodological interpretation of the text can be given by the teacher or formulated by the students themselves. Texts for the methodological interpretation at the first stages are offered by the teacher. Their selection is carried out in accordance with the requirements for texts as didactic material for Russian lessons. In our experiment full literary texts or journalistic writings and their fragments were involved, characterized by semantic completeness. For methodological interpretation, original texts are often given. However, you can use an altered text with the omission in spelling or punctuation as a specific tip for the tasks' creation. Students who have mastered the skills of interpretation, then move on to independent selection of texts.

Interpretation variety of the same text can turn out quite different so the criteria for the effectiveness of interpretation activities are determined by:

- adequacy of understanding of the interpreted text,
- compliance of the proposed interpretation with the methodological possibilities of the text,
- variety and relevance of selected tasks,
- creative approach to working with the text.

Diagnostics of readiness for methodological interpretation of the text was carried out at the ascertaining stage of experimental work on the 4th year of studies after the discipline "Methods of teaching Russian" and pedagogical practice. Despite the experience gained in the course of practice, students had difficulties both in the linguistic and methodological analysis of the text, and in self-equipping the text with tasks. Only five people of 25 students were able to create satisfactory methodological interpretations according to the requirements in the instruction which is 20% of the total number of students. The analysis of diagnostic works required the introduction of the concept of "methodical vigilance". By **methodical vigilance**, we mean the ability of a student to see in the text semantic and compositional elements, linguistic units and structures, and work with them will help students to consolidate and revise the knowledge gained in the lessons of the Russian language and also, to work out ways of their application in

practice.

Teaching methodological interpretation of the text was carried out in the classroom elective courses such as “The text in the lessons of the Russian language” and “System-activity approach to teaching Russian”. When working on the interpretation, the activity component of bachelors’ training was significantly enhanced, the level of independence and responsibility for the choice of the content and methods of training, for planning and monitoring the results of training increased.

Work on training future teachers of the Russian language methodological interpretation of the text has led to the fact that by the end of the elective course about 68% of students successfully coped with the creation of a methodological interpretation of the text. We give examples of the results of interpretation of the text fragment by Arkady Gaidar obtained at the control stage.

Text fragment for methodical interpretation

And just as I was about to say this, suddenly the mill trembled and rustled, the rested wheel spun on the water. Jumped out of the mill window floured, dazed with fright cat. Half asleep missed and fell right on the back of the dozing Sharik. Sharik screamed and jumped. The cat rushed to the tree, sparrows from the tree to the roof. The horse threw up its face and pulled the cart. And the barn looked out of some kind of shaggy, gray from the flour guy, and, not understanding, shook his long whip bounced off of the cart Sanya: "Ho ho ... don't fool around, or I'll whip you immediately!"»

Arkady Gaidar

Let us briefly present the results of linguistic and methodological analysis carried out by students: *Literary text, colloquial vocabulary. Rhetorical mode – narrative. The role of perfect verbs, past verbs in the narrative text, dynamics and ways of its transmission. Participle and adverbial participle, participle and adverbial turns, spelling suffixes and endings of participles. The morphemic composition of the verb and its specific forms and methods for their derivation. Homogeneous parts of the sentence, ways of expression, punctuation. Simple sentence types, complicated and uncomplicated, complete and incomplete simple sentences. Punctuation in the reported speech. Spelling prefixes. Lexical work. Stylistics features of the text.*

The results of the analysis allowed the fourth-year students to identify several learning situations for the inclusion of the text in the learning process. First, it was suggested to refer to the text when repeating the verb and its special forms in the 7th grade. Secondly, the students pointed out the expediency of using the text when repeating or controlling after a full study of the topic "Simple sentence" in the 8th grade. Spelling, punctuation, lexical features of the text were noted and included in the exercises for passing repetition. One of the students proposed to hold a lesson on linguistic and stylistics analysis of this text in the 10th grade (Ryabukhina, 2018).

Application of methodological interpretation of the text teaches bachelors:

- to be the creators of the lesson or its fragment,
- to create an educational environment with the help of the text,
- to organize training based on the linguistic and methodological capabilities of the material and its axiological potential;
- to be fully responsible for the choice of content and methods of training.

Methodological interpretation of the text was later used as a practical task to monitor and assess the competency of the graduate on the final examination during the interdisciplinary exam in Russian and teaching methods. All methodological interpretations made by the graduates participating in the experiment were assessed with "good" and "excellent" marks.

Argumentative issues

The application of the described competence-oriented methods of training bachelors to teach the Russian language at school has generated a number of controversial issues that require theoretical analysis and practical development such as:

- What are the criteria for assessing the methodological analysis of the paragraph?
- What is the relation between the results of this analysis and the ability of the bachelor to create a Russian language lesson?
- How objective are the criteria for assessing the methodological interpretation of the text? What are the directions for their further development?

These issues are to be considered in the next stages of the research.

Conclusion

The study shows that the methodological analysis of the paragraph in the school textbook of the Russian language and methodological interpretation of the text are the effective competence-oriented methods of training future teachers of the Russian language. These methods provide the interrelated formation of general professional and special professional competencies and the integration of cognitive and axiological components of training bachelors to teach the Russian language at school.

The purpose of the methodological analysis of the paragraph is the acquisition of students' experience in the selection of content, methods and techniques of teaching and projection a Russian lesson based on a specific paragraph of the textbook. The purpose of the methodological interpretation of the text is to master the skills of identification, evaluation and application in the practice of teaching the linguistic and methodological power of the text.

The described methods are in the relation of continuity, as involved into the methodological analysis of the paragraph the student takes responsibility for the created lesson taking into account the concept of the authors of the textbook. When involved into the methodological interpretation of the text the student is fully responsible for the created version of the interpretation from its concept and for the determination of the results of the proposed interpretation in training and assessment criteria of particular tasks.

The consistent use of the methods leads to the increasing productivity of the methodological activity of the future teachers of the Russian language and increasing their independence and responsibility for the content, methods and techniques of teaching. Both methods have an impact on the development of methodological vigilance and linguistic and methodological competency of the students.

The results of the use of these methods in the training of Bachelors of Philology received a positive evaluation by employers and the leader of the examination committee during the state interdisciplinary exam in Russian and methods of teaching.

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