

UDC 371.315.6

DOI: 10.37026/2520-6427-2020-104-4-121-124

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SUBJECTIVE EXPERIENCE OF PUPILS-READERS AS A FACTOR OF COMPETENCE LEARNING OF LITERATURE

The article highlights the problem of competence teaching of Ukrainian literature in general secondary education, reveals the role of the subjective experience of readers-pupils in this process. The subjective experience of pupils is recognized as the result of their activities, although it differs in the activity component, which involves readiness for practical application of knowledge and skills in educational work in terms of the performer's own ideas about the value of expected results.

The author argues that the competence development of the pupil is due to the acquisition of knowledge, including the methods of relevant activities, the practical application of which is of accumulative importance for the experience of cognitive activity of the subject, which is thus taught and educated.

Competence education combines two aspects of the subject's activity: semantic-procedural and personal, which has a transformative value for both the interpretation of the literary work and the spiritual world of the reader. The interaction of content-operational and personal factors of pupils' subjective experience, explained in the article, is due to the fact that they perform the set tasks, learning about art objects and working out ways to perform certain mental operations, while experiencing their own personal changes.

Key words: *subjective experience, competence learning, nature of cognitive activity, literary competence, personal-value ability.*

У статті висвітлено проблему компетентного навчання української літератури в закладах загальної середньої освіти, розкрито роль у цьому процесі суб'єктного досвіду учнів-читачів. Компетентність при цьому розглядається як інтегрований результат навчання і виховання, що характеризується здатністю суб'єкта до певної діяльності. Суб'єктний досвід учнів визнається результатом їхньої діяльності, хоча й відрізняється діяльнісною складовою, що передбачає готовність до практичного застосування знань і вмінь у навчальній діяльності з погляду власних уявлень і суджень виконавця про цінність очікуваних результатів.

Доведено, що компетентнісний розвиток учня здійснюється внаслідок набуття знань, зокрема й про способи відповідної діяльності, практичне застосування яких має накопичувальне значення для досвіду

пізнавальної діяльності суб'єкта, тобто суб'єктного досвіду особи, яка таким чином навчається і виховується.

Значається, що в компетентному навчанні поєднуються два аспекти діяльності суб'єкта – змістово-процесуальний та особистісний, що має перетворювальне значення як для інтерпретації твору, так і духовного світу читача. Взаємодія змістово-операційного й особистісного чинників допомагає учням виконувати поставлені завдання, пізнаючи художні об'єкти й відпрацьовуючи способи виконання певних розумових операцій, зазнаючи при цьому власних особистісних зрушень. Саме діяльність, як і досвід її проведення в певній навчальній ситуації, формують суб'єктний потенціал здобувачів освіти, допомагає їм як у розвитку заданих компетентностей, так і в особистісному формуванні.

Ключові слова: *суб'єктний досвід, компетентнісне навчання, характер пізнавальної діяльності, літературна компетентність, особистісно-ціннісна здатність.*

Statement of the problem. The essence of competency-based teaching of literature is perceived in the preparation of a qualified reader capable of reproducing and interpreting a literary text both in the content-procedural and in the personal-value aspects. In the updated curriculum on Ukrainian literature, students' subject competence is interpreted «as a willingness and ability to work with texts of different artistic and aesthetic systems, cultural and historical epochs, worldviews, traditions and styles: to understand the content of reading, to clarify the author's position and artistic means of conveying it to the reader, to create on the basis of what read own meanings concerning the raised problems, to express own (sometimes critical) position in relation to what was read, to perceive a work of art as the factor of formation of life experience and social and psychological and sociocultural formation» [7, p. 5].

The effectiveness of competency-based teaching of literature is connected primarily with the definition of its content and process. Understanding literary competence as a result of mastering subject knowledge and skills, figurative ideas and personal reading attitudes to the author's meanings in the literary work which was read, its formation is considered as a systematic process of gaining experience of relevant activity of pupils-readers.

Thus, the successful formation of pupils' literary competence directly depends on the volume and quality of their available subjective experience of reading activity in the school course of Ukrainian literature.

In the context of the article, the subjective experience of pupils-readers is explained as a system of knowledge, skills, ideas, attitudes, values, supplemented during the study of literature, and mastering the content and meaning of works of art. It takes into account that the assimilation of a work of art at school has a personal character, as indicated by psychologists (O. Nikiforova) and teachers (V. Sukhomlynskyi) and what the methodologists are guided by (N. Voloshyna, E. Pasichnyk, B. Stepanyshyn, G. Tokman, V. Ulishchenko, T. Yatsenko).

Thus, the education of pupils' subjective experience of reading activity is defined as a key problem of competency literary education of pupils.

Analysis of recent researches and publications.

Ziaziun connects the competence teaching of school-children with the «pupil's profession», which should be mastered by everyone who studies [3, p. 26]. Substantiating the new philosophy of pedagogical action, the scientist counts on the corresponding philosophy of pupil's activity. The competence of the pupil is recognized as the main factor of his successful educational work. The level of qualified (for pupils of a certain class) readiness of the subject for cognitive activity is considered as a measure of the experience of its implementation.

Thus, competence is considered to be the leading feature of a professionally prepared subject / pupil for adequate mental and practical actions in a specific educational and cognitive situation, which indicates the level of subjective experience (according to I. Yakimanska) of the performer and indicates his readiness for successful learning activity.

The basic explanation in revealing the problem is the explanation by scientists of competence as an integrated result, «which predicts shifting the emphasis on the accumulation of normatively defined knowledge, skills and abilities to form and develop pupils' ability to practically act, apply the experience of successful activity in a particular field» [1, p. 408], because it is about the subjective experience of the performer of this activity.

The development of the concept of competent learning in the activity aspect is emphasized by methodists. V. Shuliar notes that competence «presupposes not so much subject knowledge and knowledge about methods of activity, as possession of this knowledge and methods of activity both in standard and non-standard situations, when it is necessary to find a creative approach to solving literary and artistic tasks, problems etc.» [9, p. 57].

However, it is the knowledge of ways of activity that focuses pupils' attention not only on the subject of study, but also on the actions performed, taking out skills to the supra-subject level (according to J. Piaget), which contributes to the formation of basic forms of thinking which are specific for mentally developed personality. (according to V. Palamarchuk), capable of educational and professional activities in any field. What is worthwhile is not the opposition of knowledge about the methods of actions and their practical implementation, but the value orientation of the subject to the activity of a certain type and level. After all, it is one thing when a student demonstrates a high technique of expressive reading and willingness to retell what was read close to the text,

but has difficulties in explaining the author's opinion expressed in the text, and quite another when a developed reader notices the author's guidelines in the text, reaches the level of understanding with the writer and, moreover, sees his own additional meanings in what he read. Thus, an experienced subject-reader not only has the potential for independent analytical-synthetic activity on the text of the studied work, but also performs it, focusing on certain values: author's, artistic, own, social etc.

From the view's point of the problem of the article, we are more interested in the nature of cognitive activity of pupils-readers, which actualizes the ways of mental and practical actions aimed at solving a certain literary problem of educational significance. Substantiating the competence orientation of teaching Ukrainian literature, T. Yatsenko considers the nature of pupils' cognitive activity as an important condition of their personal development to be a priority [12].

Since cognitive activity means the procedural side of the interaction of teacher and pupils, which opens up opportunities for its proper organization, then its nature is the subject of interest of both philosophers and teachers, including methodists. I. Ziaziun specifies the features of free learning, connected with the ability of pupils to plan their cognitive work, successfully conduct it and evaluate the results of what has been done, moreover, and already at the level of junior pupils. Given these features, the scientist, apparently, expressed his opinion about the «profession of the pupil».

I. Ziaziun also considers the integrated ability of pupils to interpersonal partnership interaction of participants of the pedagogical process to be important signs of free learning:

- planning activities, distribute functions among participants;
- to coordinate the goals of joint activity;
- to find ways to resolve possible inconsistencies and conflict situations;
- to look for compatible compromise solutions» [2, p. 303–304].

The formation of students' ability to properly constructed joint learning activities has a positive effect on their subjective experience of group performance of actions that are key for acquiring knowledge and methods of knowledge, subject ideas about life meanings and values, i.e. literary competence, as well as for subsequent professional activity.

The implementation of the competency approach in the method of intersubject teaching of Ukrainian literature, proposed by V. Ulishchenko causes professional interest. Considering competence as «the level of awareness of the individual, the presence of his skills and experience to perform certain actions, operations» [8, p. 74], it thus indicates the subjectivity of this concept. The scientist emphasizes the communicative factor of learning carried out in the conditions of intersubjective interaction, tolerance and dialogic communication. The methodist explains that «special attention is paid to artistic-reading and speech-communicative competence, the formation of which is manifested in the culture of interpersonal interaction, content and imagery of creative reception, in the vector representation of dialogues (internal, textual and external, intertextual levels), motivation to reading as a meeting with new friends» [8, p. 75].

The effectiveness of training is ensured through the exchange of experiences of its participants.

However, in methodological theory and school practice, competency-based teaching of literature is not sufficiently associated with the acquisition by pupils of subjective experience in performing certain activities. For example, there is a biased attitude to the technological teaching of literature, which is recognized in the world (O. Bohdanova, M. Klarin, L. Landa) and Ukraine (M. Grynova, I. Ziaziun, V. Palamarchuk, O. Pekhota, S. Sysoieva) and serves as one of the productive forms of system support of knowledge and ways of their acquisition, and also value orientations of those who study.

The purpose of the article is to reveal the connection of the subjective experience of students-readers with the formation of their subject (literary) competence.

Presentation of main material. The activity aspect of competence education attracts attention by pointing out the possibility of organizing the educational work of pupils-readers on a procedural basis, thus determining the ways of mental actions and their consistent implementation and gradual transfer to the consciousness of the performer. Interiorized mental actions are the basis of the subjective experience of performers and a factor in the effectiveness of certain activity.

The heuristic nature of learning is realized, the result of which is deductive knowledge (O. Doroshkevych, B. Stepanyshyn, V. Shulyar). It turns out, as explained by V. Shuliar, that «knowledge is not transmitted, but produced only by the subject of his own activity, in addition, the acquisition of knowledge occurs in combination with methods of action with them» [9, p. 62]. There is a truly developmental learning, that leads to the development of the student, as claimed by L. Vygotskyi. This development is carried out to the acquisition of knowledge, including the methods of relevant activities, the practical application of which has of accumulative importance for the experience of cognitive activity of the subject, i.e the subjective experience of the person who learns in this way.

Taking into account that competence is interpreted by scientists as a characteristic feature of a person prepared for a particular type of activity, subjective experience is considered as an indicator of this readiness. In the process of competency teaching of literature there is a development of personal and value ability of students to choose, read, analyze and interpret the ideological content and explain the artistic value of the literary work, adding their own meanings that emerged from the acquired experience of reading activity.

The problem is that competence training itself is not a form or means, but acts as a condition of education, so it provides an appropriate approach to the organization and conduction of the educational process. The competence approach is considered as a leading idea of structuring the content of education (teaching) and forms of its acquisition (learning) in the context of the competence dominant of reforming the Ukrainian school. The subject (literary) competence of the pupil-reader is understood as his individual level of the result of mastering knowledge and skills, experience of their application in habitual and non-standard situations, formation of image-life ideas and attitudes to what was read, value orientations in life.

Competence education combines two aspects of the subject's activity: semantic-procedural and personal, which has a transformative value for both the interpretation of the literary work and the spiritual world of the reader. Given that spirituality is now treated as a literary category [3], the personal influence of a literary work on the reader markedly affects his thoughts and feelings, attitudes and aspirations, judgments and evaluations.

Thus, the concept of the spiritual is more complex and higher than the understanding of learnability and predicts the interaction of all components of a competent person, of which there are at least two: mental active and charitable. It is a question of the highest level of unity of reader's thoughts and feelings – interaction of Mind and Good, as factors of formation and activity of the human person.

The experience of pupils' reading activity, consisting of their erudition and learning, subject and value ideas, brings the subject not only to the level of educational or professional competence, but also to a height that brings him closer to the level of artist – by understanding his aesthetic ideal, leading life dream, ideas about Man, etc. Thus, the subjective experience of pupils, acquired in the process of mastering works of art, gives competency-based learning personal value, which serves as a safeguard in the transformation of a competent person into a skilled businessman, not weighted with moral obligations.

Regarding the content-procedural factor of the subject's activity, we mean understanding the issues of the content of the studied material and gaining operational experience of pupils, which ensures the successful acquisition of new knowledge. Comprehension of the content of a literary work is associated with the disclosure of its main components and the relationship between them, which is an important condition for literary analysis. Pupils should be aware of this algorithm for understanding the literary work, which will help them focus on the appropriate mental actions to be performed in this case: to identify significant components in the text, consider each of them and determine existing connections between them. It turns out that each recognizable component of the text is associated not only with its other elements, but also with actions aimed at explaining the essential parts of the literary work and its mastering. The knowledge gained in this way about the order of analysis of the literary work and the experience of performing analytical actions transform, enriching, the subjective potential of pupils-readers, which is actualized in further work on new literary texts and testifies to a certain result of formation of literary competence.

Mastering of concepts about semantic and form components of a literary work as a process depends on the reader's ability to notice and analyze the meaning of words in the context of author's speech, to reveal the connection between artistic pictures depicted by the writer, to realize tendencies of word order in a sentence, of figurative pictures in the text, to speak with arguments about the ideological and artistic potential of what was read in general. Having studied these processes, O. Nikiforova points to the specifics of cognition of the literary text, which occurs as a result of perception of sounds and words, reproduction of artistic images and explanation of connections between them, generalization from

reading, thus forming mental actions: «operations of analysis, comparison, establishing connections and relations, generalization» [5, p. 100]. Awareness of this specificity is an important sign of the reader's experience and subjective competence of the subject of artistic cognition.

The psychology of perception of a literary work, revealed by O. Nikiforov, is consistent with the theory of word-image of O. Potebni, which is a philological prerequisite for literary analysis as a mental operation that requires the same constructive approach to its implementation. The development of pupils' subjective experience of performing mental actions and operations on the text of a literary work is an important factor in the formation of subject competence, i.e. readiness and ability to perceive and explain artistic phenomena and facts.

Since the main solution to the educational problem is to find the way of optimal mental actions, their content and methods of implementation, due to the nature of cognitive activity of a certain type – a specific mental operation, it is important to take care of the development of appropriate learning tasks, proper formulation of which ensures the correct choice of action in a particular learning situation and its solution. It is the methods of activity, as well as the experience of its implementation in a particular educational situation, fill the subjective potential of pupils, who thus take a step in the development of given competencies and personal formation in general. It is a definite and relatively complete list of actions of one type or another – «...internal action plan that allows to implement consistent mental transformations of the object, to compare the obtained results with what is set, to control the thought process» [4, p. 230]. Relevant transformations take place in the subject, his experience of executive activity, because his own plan of interiorized actions is transformed.

The interaction of semantic-operational and personal factors of students' subjective experience is conditioned by the fact that they perform the tasks, learning about art objects and working out ways to perform certain mental operations, while experiencing their own personal changes.

The value of experience is that it, as a result of the subject activity, remains in his mind even when the knowledge gained through it has lost its relevance.

Conclusions. Therefore, we can conclude the following conclusions from the article:

- Competence learning means the preparation of a qualified reader-pupil, capable of reading and reproducing the content of the work, its analysis and interpretation, for self-development and creativity. A competent pupil not only has the potential for analytical and synthetic activities on the text of the studied work, but also performs it, focusing on certain values: author's, artistic, personal, social, and so on.

- The formed competence is the result of mastering subject knowledge and skills, figurative ideas and personal reader attitudes to the author's meanings in the studied work; formation of competence is a systematic process of gaining experience of the relevant activity by the subject.

- Subject (literary) competence of the student-reader indicates his individual level of the result of mastering knowledge and skills, experience of their application

in familiar and unusual situations, the formation of image-life ideas and attitudes to reading, value orientations in life.

- The acquired knowledge about the order of analysis of the literary work and the experience of performing analytical actions transform the subjective potential of pupils-readers, which is actualized in further work on new literary texts and testifies by it to a certain result of formation of literary competence in them.

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Дата надходження до редакції: 18.11.2020 р.