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MODEL OF METHODOLOGY FOR DEVELOPMENT OF ETHNOCULTURAL COMPETENCE DURING UKRAINIAN LITERATURE LESSONS IN HIGH SCHOOL

The article presents the model of the experimental methodology for development of ethnocultural competence, which provides interconnection of content, methods and teaching tools aimed at increasing the reader's culture of students, the level of ethnocultural knowledge and skills (in the context of development of a competent reader). It is proved that it contributes to the formation of knowledge and skills by senior pupils during dialogue with various subjects of communication (lyrical hero, author, other readers), analysis of poetic works of civil lyrics, while focusing on literary finds of the artist, Ukrainian historical, cultural and archetypal images, improvement of the aesthetic tastes of youth, as well as formation of worldview, nation-building position of senior pupils.

Key words: ethnocultural competence, mini-projects, literary text, civil lyrics, national identity, ethnocultural markers.

Ethnocultural competence is inherently synergetic, namely, it combines knowledge, skills, value orientations of Ukrainian ethnic philosophy, culture and psychology.

We interpret *ethnocultural competence* as the ability of an individual to effectively use the acquired knowledge of the material and spiritual values of the Ukrainian ethnic group; the image of the people that was built in the cultural sphere during the historical period; the means of ethnic expression (language, literature, folklore), the developed value orientation towards ethnical as nation-building, which manifests itself in interpersonal interaction (studying, professional activities, communication in the family circle).

Like any other competency, the ethnocultural one is a personality formation which consists of knowledge, skills, value priorities characteristic for the person. Therefore, its development requires attention to the unique and distinctive qualities of each student, to the spiritual values that are important for every citizen of Ukraine.

Measuring the level of development of ethnocultural competence is possible using the students' acquired knowledge (of historical progress of the nation; social, economic, environmental conditions of residence; cultural policy of the state, folklore and ethnographic artifacts, influence of the culture of other nations, achievements of immigrants living outside the country's borders), the formed ability to operate these knowledge and acquired values.

Ethnocultural competence (in particular, in the study of Ukrainian civil lyrics) involves a complex of formed knowledge, interpersonal and value competencies, which manifests itself in the following components: 1) knowledge of history, culture (material and spiritual) of the Ukrainian people; national mythology and philosophy; state language; basics of family upbringing; Ukrainian symbols, flora and fauna; 2) ability to find ethnocultural markers in literary texts and to analyze their significance for revealing the author's idea; to conduct independent and collective research on the development of the value of ethnocultural markers; to popularize Ukrainian language, literature, art; 3) values of respect for the history, culture of the Ukrainian people; desire to join the development of one's country; desire to popularize Ukrainian art, culture, production, nature, etc.; to be proud of one's ethnicity.

We have determined *the methodology of the development of ethnocultural competence in the Ukrainian literature classes* in the senior classes to be a complex of innovative teaching methods, types of activity subordinated to the classical system of methods (by M. Kudriashov), based on updated psychological and pedagogical principles (taking into account the dominant features of students of digital generation) and aimed at illustrating the multi-vector dialogue of the reader with a literary text, other readers, revealing the knowledge, skills, value priorities of the patriotic citizen of one's country in this dialogue.

The key idea of the experimental methodology is the development of ethnocultural competence on the material of Ukrainian civil lyrics, increase of the efficiency of learning the ethnocultural, nation-building potential of artistic works, development of dialogical skills during the analysis of lyrics. The experimental methodology favors the use of the project activity (as a chain of mini-projects), which

increases the effectiveness of the school analysis of lyrical text, expands the range of types of independent work of students in their pursuit of self-realization, and deepens the perception of the author's text at the level of ethno-cultural and nation-building values. The presented methodology should improve the practice of school analysis of the lyrical work, promote personal choice, acceptance of the values of the patriotic citizens of his state, spiritual development of the reader.

The leading hypothesis of the methodology is based on the assumption that the development of ethnocultural competence in the process of studying Ukrainian civil lyrics will be effective under the following conditions: development, substantiation and implementation of an experimental methodology aimed at strengthening the civil, national-building sound of Ukrainian lyrics, deepening of the dialogical component during the analysis of the literary work, engagement in thematic mini-projects on the topic that would promote each reader's self-disclosure.

The main problems while creating the experimental methodology were the determination of the specifics and structural components of the ethnocultural competence, the processing and systematization of the categorical apparatus, the definition of the specifics of the analysis of lyrical works in view of their civil, nation-building intentions, the outline of the features of the dialogue of lyrical work's reader with the other «I» (for different correlation components), optimization and verification of the functionality of a selected set of tools and types of work.

The analysis of the lyrical work as a procedure for the selection of significant components for the purpose of their further research in dialogue with other «I» (lyrical hero, author, reader's own «I», other readers), synthesis of conclusions and formulation of personal aesthetic and evaluative statement requires emphasis on knowledge of history, culture of the Ukrainian nation, its political and nation-building factors, search for live response in the souls of senior pupils and ability to make a score of expressive reading of the work (*the performer's analysis of lyrics*).

Our research is based on synergetics of personal-, competency-oriented and dialogical studies, historical-cultural and analytical-synthetic approaches aimed at deepening of the perception of the lyrical work in the aspects of comprehension of

ethnocultural, nation-building factors, formation of the image of the active carrier of social, civil, and national virtues in the consciousness of the reader.

In the center of the methodology of the development of ethnocultural competence is an intersubjective pedagogical interaction oriented on the emotional and value-related dialogue with various correlation components, on comprehension of the historical, cultural, nation-building potential of the literary text, the awareness of each reader of his own civil position. In this context, we consider as leading the following theoretical bases (*principles*) of the presented methodical system: dialogism, empathic and figurative thinking, ethnoidentification, eidetics, and the following *approaches* – intersubject, mediadidactic, artistic.

The presented principles and approaches, used in the process of development of the ethnocultural competence of students of 10-11th grades during the Ukrainian literature lessons (based on the material of civil lyrics), shape a holistic system, the important components of which are the *nation-building*, *literary* and *dialogical* components.

Methodology of development of ethnocultural competence of high school students is based on the classification of literature teaching methods (by the classification of M. Kudriashov). These methods are realized through the involvement of a number of traditional and specific methods of literature teaching. Among the innovative methods of development of ethnocultural competence by students in senior classes during the Ukrainian literature lessons, we mention the following: «reading as a dialogue»; synergy of ethnocultural information; eidetic collage, creation of dynamic tables; ethnocultural modeling. Types of activity (innovative) include presentation of performance, lyrics (poetic workshop), announcement of multi-vectored dialogue, (eidetic workshop), complex mini-projects (collective, individual), illustration, structuring. This results in a nationally conscious creative reader, a patriot of his own country, a harmoniously developed personality.

The effectiveness of the proposed methodological system for the development of ethnocultural competence by high school students on the material of civil lyrics was experimentally tested and proved by the answers (oral and written) of students, the feedback of teachers and parents.