

COMPETENCY-ORIENTED TRAINING OF SPECIALISTS IN FOREIGN LITERATURE

FORMACIÓN DE ESPECIALISTAS EN LITERATURA EXTRANJERA ORIENTADA A COMPETENCIAS



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ABSTRACT

The article considers the content, ways of improving the professional competence of a foreign literature specialist, presents his qualification characteristics. The role of interactive, innovative, dialogic-communicative, algorithmic technologies, methods, techniques, and work techniques necessary for the formation of professional competence of foreign literature specialists in the process of their professional training is shown. Rules are proposed that should be applied when building a dialogue for foreign literature specialists in their professional training, which allow organizing a joint discussion of the educational problem and overcoming the barrier in communication with education seekers. The study was based on an anonymous survey of higher education students, which helped to find out to what extent future specialists in foreign literature actively and consciously work on forming professional competence. Based on the study, recommendations were developed for the formation of professional competence of future specialists in foreign literature in the process of

their professional training and advice was prescribed for teachers of foreign literature for their independent improvement of professional competence throughout their lives. Thus, the results of the study indicate the need for a comprehensive approach to the formation of professional competence of specialists in foreign literature and the use of various interactive, innovative, dialogical-communicative, algorithmic technologies, methods, techniques, and work methods necessary to achieve this goal.

Keywords:

Professional competence, Specialists in foreign literature, Professional training, Technologies, Methods, Techniques.

RESUMEN

El artículo analiza el contenido y las formas de mejorar la competencia profesional de un especialista en literatura extranjera y presenta sus características de calificación. Se muestra el papel de las tecnologías, métodos, técnicas y técnicas de trabajo interactivas, innovadoras,



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dialógico-comunicativa, algorítmicas, necesarias para la formación de la competencia profesional de los especialistas en literatura extranjera en el proceso de su formación profesional. Se proponen reglas que deben aplicarse en la construcción del diálogo entre especialistas en literatura extranjera en el proceso de su formación profesional, que permitan organizar una discusión conjunta del problema educativo y superar la barrera en la comunicación con los estudiantes. El estudio se basó en una encuesta anónima a solicitantes de educación superior, que ayudó a descubrir en qué medida los futuros especialistas en literatura extranjera trabajan activa y conscientemente en la formación de competencias profesionales. Sobre la base de la investigación realizada, se elaboraron recomendaciones para la formación de la competencia profesional de los futuros especialistas en literatura extranjera en el proceso de su formación profesional y se brindaron consejos a los profesores de literatura extranjera para su mejora independiente de la competencia profesional a lo largo de su vida. Por tanto, los resultados del estudio indican la necesidad de un enfoque integral para la formación de la competencia profesional de los especialistas en literatura extranjera y el uso de diversas tecnologías, métodos, técnicas y métodos de trabajo interactivos, innovadores, dialógico-comunicativo, algorítmicos necesarios para lograr este objetivo.

Palabras clave:

Competencia profesional, Especialistas en literatura extranjera, Formación profesional, Tecnologías, Métodos, Técnicas.

INTRODUCTION

In the system of modern education, a special place is occupied by foreign literature, which lays the foundations of morality, forms the worldview of the individual, attracts a person to the treasury of the highest spiritual values of literary works, develops critical, creative thinking in him. Foreign literature, which belongs to the cycle of humanities in the educational space, is combined with the application of the basic principles of educational activity, knowledge of the scientific paradigm, understanding of the power of the influence of the art of speech on the spirituality of an individual and the nation as a whole, and the formation of a worldview.

The main goal of foreign literature in the educational system is to provide a person, based on the read literary texts and media texts by the context, with the introduction of education seekers to modern literary works, to the best achievements of classical literature of different peoples and countries, to the formation of competent readers who can critically evaluate and creatively perceive and enjoy works of art, and to participate in interaction and

various communicative situations using digital technologies (Orlova, 2021).

The modern organizer of the educational process – a teacher of foreign literature – must, to develop the aesthetic tastes of student youth, create such conditions as to instill in higher education applicants a love for the artistic word. To do this, a teacher of foreign literature needs to actively develop a person's reading, analytical, interpretative, and creative abilities, influence the formation of students' interests and satisfaction of aesthetic needs, and perfectly master the techniques, methods, forms, and types of organization of educational activities (Udovichenko, 2022).

Literature Review

The focus of modern research on the formation of professional competence of specialists in foreign literature in the process of professional training is complex transcultural and transnational transformations in various national literatures in the era of globalization.

Using methods of comparative literary studies and the latest strategies, Limborskyi (2011), the author analyzes the current state of foreign literature, identifies factors that at the beginning of the 21st century lead to a rethinking of established views on the history of foreign literature. The dialogue and interaction of literatures are considered by the scientist in the context of the problems of geneology, imagology, typological differences and convergences, translation studies, intermediality, taking into account correlative and oppositional cultural codes and concepts: "challenge/response", "own/alien", "center/periphery", "autochthonous/imported", "mainstream/cultural borderland".

Hrytsak (2018) is engaged in the development of effective methods and forms of educational work of students of foreign literature in classes on foreign literature, which is important in higher education institutions. The author theoretically substantiated the concepts of "innovative technologies" and "innovative learning" in the process of studying foreign literature and proved the relevance of this issue in the conditions of credit-modular learning in the higher education system. The concept of "innovation" is considered in various aspects. The main components of innovative learning are proposed and analyzed, the feasibility of introducing the latest technologies into the educational process of higher education institutions is argued, the meaning and role of information technologies in classes on foreign literature are revealed. Examples of the use of innovative technologies that form an information culture in philology students, stimulate the memorization of educational material, concentrate the attention of higher education applicants, and strengthen the creative component of the traditional modern form of education are given.

The main issues of the methodology of teaching foreign literature were revealed by Udovichenko (2022) and practical, test tasks were developed for students of the specialty "Philology", methodological approaches to teaching foreign literature were considered for self-control of philology students of the first bachelor's level of higher education, to facilitate students' consolidation of knowledge and help them effectively prepare for certification; emphasis was placed on the specifics of literary education, in particular, foreign literature and the study of literature at the university.

Sharova & Sharov (2019) described their experience in professional training of specialists and revealed the basics of the methodology used in the field of education, foreign literature and philology; proved the need to introduce information and communication technologies into philology, which solve the problems of professional training of future specialists in foreign literature. The principles of the methodology of teaching foreign literature, the methodological foundations of training, the leading directions of development, the main functions and tasks of the methodology of teaching foreign literature were analyzed. Orlova (2021) also analyzed the methodological foundations and main functions of teaching, the principles of the methodology of teaching foreign literature, identified the leading directions of development of this field, proposed the tasks of the methodology of teaching foreign literature. The scientist proposed the main stages of analysis and perception of a work of art, an overview of the main methods and techniques of studying foreign literature, methodological aspects of studying the generic genre specificity of literary and artistic phenomena and the theory of literature, communicative and culturological aspects of teaching literature.

The analysis of literary sources proves that the center of modern research on the formation of professional competence of specialists in foreign literature in the process of professional training are complex transcultural and transnational transformations in various national literatures. Scientists using the latest strategies and methods of comparative literary studies analyzed the current state of foreign literature, identified factors that at the beginning of the 21st century lead to a rethinking of established views on the history of foreign literature, developed effective methods and forms of educational work on foreign literature for students of literature, test tasks, considered methodological approaches to teaching foreign literature for self-control of students of philology, to facilitate students' consolidation of knowledge and help them effectively prepare for certification; emphasized the specifics of literary education, in particular, foreign literature and its study at the university.

Purpose of the research. To reveal the content, ways to improve the professional competence of a specialist in

foreign literature, his qualification characteristics, to show the need to use specific technologies, interactive forms, dialogical and communicative forms of work in the modern educational space of specialists in foreign literature in the process of their professional training.

METHODOLOGY

To achieve the set goal, the following research methods were used: theoretical – synthesis, systematization, analysis, generalization of educational and methodological, scientific literature to determine the essence, content, ways to improve the professional competence of a specialist in foreign literature, his qualification characteristics; analysis of factors influencing educational activities – to substantiate the relevance, define the research problem; empirical – diagnostic methods, methods of collecting empirical material (questionnaires), the method of indirect observation to determine the level of formation of the professional competence of specialists in foreign literature in the process of their professional training; pedagogical experiment – to test the effectiveness of the formation of professional competence of specialists in foreign literature in the process of their professional training; statistical – statistical methods for processing and analyzing experimental data.

Research methodology: the study was based on a survey (anonymous) of higher education applicants, which was conducted on April 11, 2024. The questionnaire contained questions, a third of which were open. 170 people – the total number of respondents was:

- 50.1% applicants for the first level of higher education (part-time and full-time forms of study);
- 49.9% – applicants for the second level of higher education (part-time and full-time forms of study).

This questionnaire helped to find out to what extent future specialists in foreign literature actively and consciously work on the formation of professional competence.

Based on the research, recommendations were developed for the formation of professional competence of future specialists in foreign literature in the process of their professional training, and advice was prescribed for teachers of foreign literature for their independent improvement of professional competence throughout their lives.

Therefore, the results of the study indicate the need for a comprehensive approach to the formation of professional competence of specialists in foreign literature and the use of various interactive, innovative, dialogical-communicative, algorithmic technologies, methods, techniques, and work methods necessary to achieve this goal.

RESULTS AND DISCUSSION

Content, ways to improve the professional competence of a specialist in foreign literature, his qualification characteristics.

The professional competence of specialists in foreign literature in the process of professional training is the sum of skills, abilities, knowledge to build the professional activity of a specialist, the formation of his creative potential, which will be aimed at the development of each individual. Therefore, a competent specialist in foreign literature is a knowledgeable specialist who successfully solves educational tasks, knowledgeable, understanding in his field and, based on his knowledge and authority, ensures a high-quality educational process (Yong et al., 2023).

The professional competence of a specialist in foreign literature consists of qualification characteristics of a teacher, which determine the way to achieve a professional goal and outline the style of his work.

These include:

- general cultural competence is manifested in intelligence, tolerance of the individual, respect for others and oneself;
- methodological competence makes it possible to work on lesson plans, solve problems, apply forms of work, techniques, methods with different groups of students, participate in competitions, performances, publications;
- special competence ensures the quality of one's work, shows the ability and effectiveness of self-development, is manifested in competitiveness in the labor market, creativity;
- information and technological competence allows the use of schemes, creates the ability to work with a computer, facilitates work with diagrams, technical means of education, computer technologies, tables;
- communicative and situational competence provides moral satisfaction from communication;
- autopsychological competence predicts a project of one's own psychological development, forms the ability to see shortcomings in one's work;
- analytical and pragmatic competence in receptive and productive types of speech provides the ability to functionally use linguistic resources, the ability to communicate consistently and logically;
- valeological competence provides a health-preserving function, the ability to lead one's own healthy lifestyle during the educational process (Puhach et al., 2021).

We will reveal ways to improve the professional competence of a specialist:

- self-educational activities, which are carried out through reflection, advanced training courses, introduction into

the educational process and identification of productive technologies;

- identification of opportunities, factors, prospects using diagnostic procedures that prevent the achievement of the goal;
- participation in seminars, competitions, master classes, discussions, conferences, creative bridges, etc.;
- attending the lessons of colleagues, methodologists;
- creation of one's own database of educational findings, interesting techniques, best lesson scenarios;
- improvement of the professional competence of a specialist in foreign literature (drawing up a plan);
- creative portfolio of a specialist in foreign literature;
- professional cooperative activities with colleagues;
- consulting, work with a mentor;
- keeping diaries of self-reflection;
- performing individual tasks by specialists in foreign literature;
- publishing individual works of specialists (Ai & Zhao, 2024).

Priorities of teaching the subject "Foreign Literature" and special abilities of specialists in foreign literature.

Let us name the priorities of teaching the subject "Foreign Literature":

- axiological aimed at: creative perception and ability to read works of art by foreign writers, development in applicants of the educational space of a sustainable interest in world literature for models, enrichment of different countries and peoples with fundamental values of culture, solution of life situations taking into account the acquired reading experience;
- anthropological aimed at creative development of a person, aesthetic perception of the personality, and the main aspect of studying literary works is the personality of the applicant of the educational space;
- multiculturalism – in the context of revealing various aspects of the interaction of works of different national traditions, the development of world literature, provides for the study of literary texts of national cultures that contributes to the denial of any forms of violence, education, the formation of a culture of interethnic and interethnic relations, a multicultural personality, a respectful and tolerant attitude towards other national traditions;
- cultural studies – provides a presentation of foreign literature through the prism of native culture, which contributes to the preservation and identification of the national identity of education seekers in the conditions of globalization of the modern world, the perception of native culture as an integral part of world culture, the upbringing of a worthy person who explores and

learns the realities of the native culture of his country, its traditions and realizes them in the world context;

- ethical – involves work on literary texts that are included in the program, which will offer options that excite education seekers for solving moral problems, will allow enriching education seekers with knowledge of modern foreign literature and classical (Fabian et al., 2021).

The special abilities of specialists in foreign literature include:

- the ability to feel and see how much education seekers understand the material presented by a specialist in foreign literature, to establish the nature and degree of such understanding;
- the ability to transfer one's experience to other specialists in foreign literature and learn from the examples of others;
- the ability to form the structure of educational activity in students and the necessary motivation;
- the ability to self-educate the individual, including creative assimilation and search for useful information for learning, as well as its direct use in pedagogical activity;
- the ability to explain the same educational material in different ways, to teach, to ensure its understanding and assimilation by all students;
- the ability to build the educational process by students taking into account the individuality of each individual, ensuring deep and rapid assimilation by students of knowledge, skills and abilities (Orlova, 2021).

The use of specific technologies, interactive forms, dialogical and communicative forms of work in the modern educational space of specialists in foreign literature in the process of their professional training.

In the system of the educational space of training, specific technologies are used systematically to train specialists in foreign literature in the process of their professional training. We consider the following to be the most effective:

- cooperative learning technology – represents training in small groups united by a common educational goal for all students. Cooperative learning enables the realization of each person to communicate, orients future specialists in foreign literature to cooperation and interaction with their colleagues, building an effective process for completing a collective task, and contributes to the development of teamwork skills. With such an organization, the teacher indirectly manages the work of each student, through tasks that direct the activities of a small group of students;
- project technology – involves individual, group, independent activity of the student in the process of professional training, which consists in solving a significant problem in cognitive, practical, theoretical terms, in the voluntary choice of specialists in foreign literature

for creative, research study, determining the stages of research, tasks, their implementation and registration of results;

- game technology for training specialists in foreign literature – embodied in various didactic games: business games that simulate the behavior of people in a certain workplace under certain given circumstances; role-playing games that aim to play typical life situations; simulation games that involve the formation of ideas about a holistic sphere of activity and the development of certain procedures (Boyadzhieva, 2024);
- technology for developing critical thinking of future specialists in foreign literature – allows, when processing information from various sources, based on the use of a set of techniques, special forms and methods of learning, in particular a work of art, a textbook, the Internet, information. Comparing alternative views, analyzing texts, accumulating data, using the possibilities of collective discussion, future specialists in foreign literature find answers to questions, develop thinking skills and abilities, form a strategy for overcoming problems, adequately assess new circumstances;
- technology of situational learning involves the comprehension by future specialists in foreign literature of a real life situation, which actualizes a certain set of skills, abilities, knowledge of future specialists in foreign literature, and not only reflects a practical problem. The main task is to develop the ability of future specialists in foreign literature to act effectively, transfer knowledge, and make decisions in real life situations;
- a technology of learning based on discussions and debates, which is built as an orderly, purposeful exchange of thoughts, judgments, and ideas in a group to search for multiple truths (justifying views and positions), rather than a single truth (Kremen, 2010).

Interactive, innovative, dialogic-communicative, algorithmic technologies, methods, techniques, and approaches are necessary for the formation of professional competence of specialists in foreign literature in the process of their professional training.

Activation of the educational process of higher education and the process of cognitive activity for the formation of professional competence of specialists in foreign literature in the process of their professional training is carried out by taking into account differences in cognitive styles, cooperation and experience, search and game methods, research methods. When choosing a form of work, a student in the process of professional training is usually guided by personal and professional principles. Interactivity takes into account the personal qualities of the student and allows the entire audience to be involved (Yong, 2021).

Interactive learning technology is a system of ways to organize the interaction of students and the teacher in the form of educational games. And as a result, it guarantees the creation of conditions for students to experience

a situation of success, pedagogically effective cognitive communication in educational activities, and mutual enrichment of intellectual, motivational, and emotional spheres.

The introduction of innovative technologies into higher education to form the professional competence of specialists in foreign literature in the process of their professional training is relevant (Bobkina et al., 2021).

Speaking about innovation in education and the means of new technologies in the study of foreign literature, it is worth noting the importance of audiobooks, which are advisable to use:

- firstly, as a reference reading of a work of art;
- secondly, a significant number of students replace the traditional form of reading a work of art by listening to audiobooks.

In addition to the introduction of innovative technologies into the educational process, it is worth using a system of methodological techniques, the tasks of which:

- to cause the activity of the student's mental activity;
- to increase the student's motivation;
- to teach to justify their position;
- to provide recommendations and suggestions;
- to reveal the creative possibilities of each student (Hrytsak, 2018).

Let us consider the dialogical and communicative forms of work necessary for the formation of professional competence of specialists in foreign literature in the process of their professional training.

One of the oldest forms of organizing educational activities is a discussion, which allows, during the formation of professional competence of specialists in foreign literature, to raise moral and ethical acute problems inherent in a work of art, to link them with the problems of modernity that are relevant. Such a process leads to the argumentation of one's position, collective exchange of opinions, public speeches (Biletska et al., 2021).

Let us consider the sequence of conducting a discussion:

- determining the topic of discussion;
- creating a problem situation;
- preparing arguments to defend one's position;
- students' assessment of each of the arguments, proving its importance;
- the winner is determined by the sum of points.

The brainstorming method is based on stimulating creative activity, is an operational method of solving problems, a method of expert assessment, when future specialists in foreign literature are offered to discuss and find as many

solution options as possible, in particular, absurd, fantastic, from which the most successful solutions are chosen (Romanov & Kytsan, 2023).

The method of synectics, which is a method of psychological activation of individual creativity, which allows you to apply criticism, modify and develop expressed ideas. The following types of analogy are used in the method of synectics – symbolic, direct, personal, fantastic.

The "press" method is necessary when controversial issues arise, when students need to take a certain position on the problem being discussed and argue for it. To form the professional competence of specialists in foreign literature, it is mandatory to use this method in the process of their professional training, because it provides an opportunity to learn to express and formulate your opinion on a debatable issue in a clear and concise form (Marushko et al., 2023).

Storytelling is an effective way to obtain information, demonstrate communicative competence, mastery of storytelling, creative perception of material, processing and self-expression.

When forming the professional competence of specialists in foreign literature, successful storytelling is provided by:

- revealing creative abilities;
- focusing on key points;
- having a positive impact on the audience;
- selecting the content of information for telling;
- successful structuring of the material;
- revealing one's own attitude to the problem;
- searching for adequate verbal means to reproduce information;
- dialogue with listeners (Bondarenko et al., 2023).

The method of symbolic vision – speech in pictures – consists in building or searching for future specialists in foreign literature connections between a symbol and an object. Clarifying the nature of the relationship between an object and a symbol (a dove is a symbol of peace, a spiral is a symbol of infinity, light is a symbol of goodness, etc.) allows a student to observe an object to depict and see the symbol in a symbolic, verbal, graphic or other form. Interpretation and explanation by students of the symbols they create is important for the formation of professional competence of specialists in foreign literature in the process of their professional training.

Let us consider the algorithmic forms and methods of work necessary for the formation of professional competence of specialists in foreign literature in the process of their professional training.

Webbing (web of words) – a method based on logical and associative elements of the student's mental activity, serves to build logical structured connections between events and phenomena. Around the keyword, other terms are "built up" that are logically or associatively related to it.

The method of branches and boundaries – a necessary method for various tasks, finding optimal solutions, is algorithmic and general.

The method of "fishbone" – is aimed at the formation of professional competence of specialists in foreign literature in the process of their professional training on the development of critical thinking. Its essence lies in establishing cause-and-effect relationships between the factors of a work of art.

Bloom's Cube – a form of algorithmization of the student's work. Each word on the edge of the cube prompts a certain action of analysis of a separate character, work, image, etc.

The RRFT method (Role, Recipient, Format, Theme) – promotes the development of critical thinking, combining creative and analytical activities, role-playing. When distributing the role (narrator, character of the work, reader, etc.), it offers to choose the form of the message and the recipient. As a result – determining the topic of the appeal.

Multimedia presentations – provide the audience with a demonstration of information on a certain topic using slide pictures with comments, tables, diagrams, etc.

Book trailer – a small promotional film about a literary work, created using video and audio recordings. There are book trailer festivals, various competitions, presentations at which the main features of the genre were determined:

- emotionality of the plot and its originality, where the goal is to attract the seeker of educational space to reading;
- animation, illustrations, quotes from the work, fragments from films are used for the book trailer;
- the sound of the film – voice-over, carefully selected music;
- medium (2–3 minutes) interval of the video clip;

Plikez – cards with QR codes, use of a mobile application. The answer, with the calculation of correct and incorrect answers, is recorded on the video camera with cards. Lists of students and questions are entered into the database in advance.

The Freire model is the structure of the Singaporean educational methodology, which helps to understand concepts and concepts, to understand them deeply. Participants in the educational process are distributed according to the principle of "partner behind the shoulder" and "partner behind the face", together, all sides consider a phenomenon or concept, fixing its optional and

mandatory characteristics, anti-examples and examples (Wu & Shafait, 2024).

Crossense – a method of visualizing educational material, a modern game, exists based on "intersection of meanings". Crossens has the form of a table – the participants of the game need to explain the found associative connection between neighboring drawings, of which there are nine or more.

Infographics – a graphic way of understanding and presenting information. This is a visual, graphic representation of data or knowledge, information, which is designed to clearly and quickly display complex information (Viznuk et al., 2023).

Doodle – a kind of postcard, a thematic drawing about literary events, the occasion of significant events, which is created and posted on the main page of the information network (for example, on Google).

Poster – an artistically decorated bright poster or poster that contains an image or visual idea. Posters can be created or drawn using digital technologies and posted on social networks (Knysh et al., 2024).

Scrapbooking – the design of a specially decorated photo album where each sheet is expressed by a photo collage and represents a complete thought. The following materials are required for scrapbooking: newspaper and magazine clippings, photographs, notes, drawings, labels, etc.

Mindmapping – a trend that emerged at the junction of computer science and psychology. This is an effective and convenient technique for alternative recording and visualization of thinking, which is important for a specific task with the aim of free associative search for new solutions. It is based on the graphic display of associative connections. This is another way of analytically presenting information, not necessarily logical (Orlova, 2021).

One of the main tasks of the modern educational process is that students should be co-participants in the process of cognition. To express their own opinions, to provide higher education applicants with greater opportunities for communication, it is worth giving preference to dialogue (Kytsan & Romanov, 2022).

We offer certain rules that should be applied when building a dialogue for specialists in foreign literature in the process of their professional training:

1. dialogue is a form of communication. Therefore, a disdainful attitude towards the student's opinion, mistakes, categoricalness is unacceptable. Tact and patience are the credo of the teacher;
2. involves formulating questions related to the inner world of the individual – a problem statement;
3. preference should be given to critical, problematic, open-ended questions in the lesson, in terms of

developing the dialogue, such questions that cannot be given a one-syllable answer;

4. preference should be given to supporting motives that would interest the individual and encourage them to find their own answer to the question;
5. by the didactic goals of the lesson, a dialogue should be built;
6. the teacher should be a listener – tactful, patient, good, not interrupting the student, having the patience to listen to him, expressing his assessment of what he heard, without demeaning the personality.

These rules will allow organizing a joint discussion of the educational problem and overcoming the barrier in communication with students.

The experimental research.

Research methodology: the study was based on a survey (anonymous) of higher education students, which was conducted on April 11, 2024.

To achieve the goal, the following research methods were used: theoretical – synthesis, systematization, analysis, generalization of educational and methodological, scientific literature to determine the essence, content, ways to improve the professional competence of a specialist in foreign literature, his qualification characteristics; analysis of factors influencing educational activity – to substantiate the relevance, definition of the research problem; empirical: diagnostic methods, methods of collecting empirical material (questionnaires), indirect observation method to determine the level of formation of professional competence of specialists in foreign literature in the process of their professional training; pedagogical experiment – to verify the effectiveness of the formation of professional competence of specialists in foreign literature in the process of their professional training; statistical – statistical methods for processing and analyzing experimental data.

The questionnaire contained questions, one third of which were open-ended. The total number of respondents was 170:

- 50.1% were first-level higher education students (part-time and full-time);
- 49.9% were second-level higher education students (part-time and full-time).

This questionnaire helped to find out how actively and consciously future specialists in foreign literature work on the formation of professional competence. The following answers were demonstrated by the survey:

1. How often do you use interactive technologies, methods, and teaching techniques necessary for the formation of professional competence?

- always: 26%

- often: 54%
- sometimes: 12%
- never: 8%

2. Do you use innovative technologies, methods, and techniques to improve your professional level?

- always: 42%
- often: 48%
- sometimes: 8%
- never: 2%

3. Do you use dialogical and communicative forms of work necessary for the formation of professional competence?

- always: 50%
- often: 30%
- sometimes: 15%
- never: 5%

4. How often do you use algorithmic forms and methods of work necessary for the formation of professional competence?

- always: 30%
- often: 55%
- sometimes: 10%
- never: 5%

5. Do you stimulate the development of critical thinking?

- always: 30%
- often: 50%
- sometimes: 15%
- never: 5%

6. ¿Do you use research-based learning methods (scientific research, writing scientific papers) to improve your own professional competence?

- always: 20%
- often: 60%
- sometimes: 15%
- never: 5%

7. Do you collaborate with mentors or experienced colleagues to exchange experience and improve professional competence?

- always: 37%
- often: 50%
- sometimes: 10%
- never: 3%

8. Do you adhere to the principles of ethics and academic integrity in your work?

- always: 100%
- often: 0%
- sometimes: 0%
- never: 0%

Our comments:

1. Many future specialists in foreign literature always and often use interactive, innovative, dialogical-communicative, algorithmic technologies, methods, techniques, and approaches necessary for the formation of their professional competence, which confirms the survey results.
2. The use of interactive, innovative, dialogic-communicative, algorithmic technologies, methods, techniques, and approaches necessary for the formation of professional competence is widespread among students and indicates their readiness for continuous self-development.
3. Support for cooperation and mentoring with colleagues is important for the further professional growth of specialists.
4. An important component of the professional activity of specialists is adherence to the principles of academic integrity.

Recommendations for the formation of professional competence of future specialists in foreign literature in the process of their professional training.

Based on the conducted research, the following recommendations can be offered for the formation of professional competence of specialists in foreign literature in the process of their professional training:

1. active use of interactive, innovative, dialogic-communicative, algorithmic technologies, methods, techniques, and working methods necessary for the formation of professional competence of specialists in foreign literature in the process of their professional training. It is important to stimulate specialists in foreign literature to use role-playing games in the process of their professional training, simulations, and group projects in their practice given the development of their professional competence. This will allow them to actively learn, develop critical thinking, analytical skills, and creativity in the process of their professional training. The use of interactive methods helps, during the formation of professional competence of specialists in foreign literature in the process of their professional training, to realize the importance of teamwork and interaction to achieve common goals. This contributes to the formation of foreign literature specialists' interaction, communication and cooperation skills in the process of their professional training, which are important components of professional competence.

This approach contributes to the development of self-organization skills, enhances the importance of interaction between participants in the educational process, promotes responsibility for their own high-quality learning;

2. increasing the level of reflection: it is important to encourage foreign literature specialists to keep reflective diaries in the process of their professional training and actively discuss their experience with colleagues to increase the level of professional competence of foreign literature specialists, reflection and self-development. These methods allow students to realize their strengths and weaknesses, as well as to identify opportunities to improve their pedagogical skills. Emphasizing continuous improvement and self-analysis contributes to the formation of a responsible attitude towards their own professional growth in foreign literature specialists. This approach helps students develop self-reflection and critical thinking skills during their professional training, which are important components of the professional competence of foreign literature specialists;
3. analysis of pedagogical situations – real or imaginary. It is necessary to develop the skills of making informed decisions and their analytical skills in their practice. This allows foreign literature specialists to apply theoretical knowledge in the process of their professional training to specific situations, developing the ability to find effective solutions and the ability to analyze complex problems, which is important for the formation of professional competence of foreign literature specialists;
4. encouraging foreign literature specialists to create and implement educational projects during their professional training, which contribute to the development of creative abilities and the active involvement of students in the educational process. This allows future foreign literature specialists to actively create their own projects, participate in the study of the material, and researching topics of their own choice. This stimulates their creativity, independence, and responsibility for their own learning. Encouraging foreign literature specialists to work on educational projects during their professional training contributes to the formation of professional competence, as they learn to analyze information, work in a team, and present research results;
5. development of critical thinking. During the pedagogical practice of students, analysis of imaginary situations or real situations is necessary, which allows foreign literature specialists to consider problems from different points of view during their professional training and make informed decisions. Encouraging foreign literature specialists to argue their views and engage in active discussion is also an important element of the formation of professional competence during their professional training. This helps them develop skills in evaluating and synthesizing information,

analyzing, and also in the process of their professional training to express their own point of view. By arguing their views and actively participating in discussions, specialists in foreign literature learn to understand diverse perspectives on problems and think critically, which contributes to their professional growth and the formation of professional competence;

6. practical support: it is important to provide future specialists in foreign literature with the opportunity to exchange experience and receive useful advice and cooperate with experienced mentor teachers in the development of their professional competence. Practical support from experienced colleagues helps specialists in foreign literature to gain a unique internal view of the profession. Exchanging experience with mentors stimulates constant improvement and reflection, allowing specialists in foreign literature to see their weaknesses and strengths and grow as professionals. Such interaction in the process of professional training contributes to the formation of professional competence of specialists and their preparation for future pedagogical activity.

The proposed recommendations are aimed at improving the quality of training of future specialists in foreign literature and the formation of professional competence in them, which is an important component of their professional training.

It should be noted that in the formation of professional competence of specialists in foreign literature in the process of their professional training, subject-subject education is necessary, which means equal interaction of participants in the educational process of higher education, where the student and the teacher act as active subjects of the educational process. This approach departs from the subject-object traditional paradigm, where the higher education applicant is a passive receiver of knowledge transmitted by the higher education teacher.

In subject-subject education, both the teacher and the student take an active part in the learning process. The teacher stimulates the student to actively learn the material, and not only transfers knowledge, provides an opportunity for independent search for information and critical thinking.

The basis of such education is a joint discussion of issues and problems, a dialogue between participants in the educational process, which involves the exchange of opinions that arise in the educational process of higher education. The student and the teacher discuss different points of view together, search for truth and arguments.

The subject-subject approach allows taking into account the needs of each student, promotes the development of individual characteristics. To promote more effective learning of the material, the teacher adapts tasks and teaching methods by the interests, level of training, and

motivation of students. Education becomes a process of joint activity, where specialists in foreign literature not only learn from each other in the process of professional training, but also create new knowledge together with the teacher. This develops teamwork skills and increases motivation for learning.

Students learn in the conditions of subject-subject interaction to draw their own conclusions, and not only to perceive and analyze information, which contributes to the formation of critical thinking in future specialists, which is an important component of the professional competence of specialists in foreign literature.

The emotional connection between the student and the teacher is an important component of subject-subject education. Trust, support, mutual respect, and interest in each other contribute to the creation of a positive learning environment. This approach stimulates specialists in foreign literature to work independently in the process of their professional training, to make decisions, and to take responsibility for their own educational process. This develops the skills of self-regulation and self-education of specialists in foreign literature in the process of their professional training, which are necessary for further professional growth.

Thus, the modern requirements of society are met precisely by subject-subject education, which is constantly changing and contributes to the formation of professional competence of specialists in foreign literature, and not only professional skills, knowledge, important personal qualities in the process of their professional training, such as autonomy, responsibility, ability to cooperate, critical thinking. This creates a solid foundation for self-realization and their further successful professional activity.

Advice for teachers of foreign literature for their independent improvement of professional competence throughout life.

We offer advice for teachers of foreign literature for their independent improvement of professional competence given the above:

1. study new methods and pedagogical approaches during professional growth;
2. review articles, research, current pedagogical literature;
3. join forums for discussion, professional communities, exchange of experience with colleagues;
4. attend master classes and open lessons of experienced colleagues;
5. actively participate in webinars, conferences, seminars, trainings to familiarize yourself with advanced innovations and trends in the field of education;
6. consider each pedagogical lesson as an opportunity for improvement and growth;

7. reflect on pedagogical activities daily;
8. record challenges, observations, successes in a special diary or journal;
9. find a mentor among experienced teachers who can provide you with useful advice and constructive criticism;
10. exchange ideas with colleagues and experience during joint meetings;
11. experiment with different teaching techniques and methods during classes and lessons;
12. adapt your approach to the needs of learners in the educational space, observing their reaction;
13. communicate with other colleagues about recommendations from their experience in using various innovative methods;
14. register for specialized online courses to gain additional skills and knowledge;
15. study new technologies that can be useful in pedagogical work and make the educational process more effective;
16. engage in pedagogical research, analyzing the effectiveness of the applied innovative methods of the educational process.

We believe that these recommendations will help teachers of foreign literature to independently improve their professional competence.

Thus, the results of the study indicate the need for a comprehensive approach to the formation of professional competence of specialists in foreign literature and the use of various interactive, innovative, dialogical-communicative, algorithmic technologies, methods, techniques, and work methods necessary to achieve this goal.

CONCLUSION

In the system of modern education, a special place is occupied by foreign literature, which lays the foundations of morality, forms the worldview of the individual, attracts a person to the treasury of the highest spiritual values of literary fiction, develops critical, creative thinking in him. Therefore, we have considered the content, ways of improving the professional competence of a specialist in foreign literature.

The professional competence of a specialist in foreign literature consists of – the qualification characteristics of the teacher, which determine the way to achieve the professional goal and outline the style of his work. Therefore, the article reveals the qualification characteristics of the teacher.

The priorities of teaching the subject “Foreign Literature” are presented and the special abilities of specialists in foreign literature are revealed.

The need for the use of specific technologies, interactive forms, dialogical and communicative forms of work in the modern educational space of specialists in foreign literature in the process of their professional training is proven.

The role of interactive, innovative, dialogic-communicative, algorithmic technologies, methods, techniques, and approaches necessary for the formation of professional competence of specialists in foreign literature in the process of their professional training is shown.

Rules are proposed that should be applied when building a dialogue for specialists in foreign literature in the process of their professional training, which allow organizing a joint discussion of the educational problem and overcoming the barrier in communication with education seekers.

The conducted study was based on an anonymous survey of higher education seekers, which helped to find out to what extent future specialists in foreign literature actively and consciously work on the formation of professional competence.

Based on the conducted study, recommendations were developed for the formation of professional competence of future specialists in foreign literature in the process of their professional training and advice was prescribed for teachers of foreign literature for their independent improvement of professional competence throughout life.

Therefore, the results of the study indicate the need for a comprehensive approach to the formation of professional competence of specialists in foreign literature and the use of various interactive, innovative, dialogic-communicative, algorithmic technologies, methods, techniques, and work methods necessary to achieve this goal. Further research requires consideration of the issues of the subject-subject approach, which allows taking into account the needs of each student and contributes to the development of individual human characteristics.

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