



# **Didactic model of masters of philology training for cultural and educational activities under distance learning conditions**

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**Journal for Educators, Teachers and Trainers, Vol. 13 (5)**

<https://jett.labosfor.com/>

Date of reception: 12 Aug 2022

Date of revision: 09 Oct 2022

Date of acceptance: 12 Oct 2022

**Nataliia Kononets, Iryna Denysovets, Oksana Mokliak, Iryna Tyminska, Liudmyla Deina, Lesia Matviienko (2022). Didactic model of masters of philology training for cultural and educational activities under distance learning conditions *Journal for Educators, Teachers and Trainers*, Vol. 13(5). 87-96.**

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### **ABSTRACT**

One of the most important areas of improving the education system is the development and substantiation of the theoretical and practical foundations of the professional training of masters of philology for cultural and educational activities in the conditions of distance learning. The aim of the study is to determine, substantiate and experimentally verify the effectiveness of didactic conditions for the formation of the readiness of masters of philology for cultural and educational activities in the conditions of distance learning. The basis of empirical research was University of Ukoopspilks «Poltava University of Economics and Trade», Poltava V. G. Korolenko National Pedagogical University, Poltava State Agrarian University. The study was conducted in 2020–2022 study years. Research methods: theoretical (analysis, synthesis, comparison, juxtaposition, categorical oppositions and generalization, didactic modeling); empirical (questionnaires, interviews, testing, surveys, observation of masters of philology in the process of their professional training, pedagogical experiment); methods of mathematical statistics (for the quantitative and qualitative analysis of the research results and proving their statistical reliability). The sample consisted of 155 masters of philology, who studied in the second year of the master's degree. The results of the ascertaining stage of the experiment proved the insufficient level of readiness of masters of philology, which determines the need to improve the process of their preparation for cultural and educational activities in the conditions of distance learning by implementing certain didactic conditions.

**Keywords:** didactic conditions, distance learning, cultural and educational activities, masters of philology, model.

### **1. INTRODUCTION**

The concept of the development of pedagogical education in Ukraine is aimed at solving the key task, namely the improvement of the system of pedagogical education, creation of a training base for teachers of the new generation, provision of conditions for the formation and development of modern models of continuous professional and personal development of teachers, whose professionalism in its highest manifestations rises to art (Concept of pedagogical development education in Ukraine, 2018). Therefore, (Babenko, 2005; Varghese et. al., 2005) in the conditions of European integration, adaptation of the domestic educational system to the standards of the European Union and modern educational reforms, the responsibility of higher education institutions of Ukraine for the results of educational activities rises. Nowadays, modern education is aimed at raising a citizen and patriot of Ukraine, love for the Ukrainian language and culture, respect for the traditions of the Ukrainian people, as well as raising tolerance and respect for the culture, traditions and languages of other nations of the world. In this regard, the modernization of the professional training of masters of philology, as those who have

obtained the second level of higher education is of particular importance. Especially those who study in following educational programs: Secondary education (Ukrainian language and literature), Secondary education (English language and literature), Secondary education (German language and literature), Philology (Ukrainian language and literature), Philology (German languages and literatures including translation), the first language is English).

One of the most important directions of its improvement is the development and substantiation of the theoretical and practical foundations of the professional training of masters of philology for cultural and educational activities in the conditions of distance learning, since the consequences of the COVID-19 pandemic actualized the problem of the lack of digital educational content not only in professional disciplines, but also to ensure this format of training (Gerasimenko, 2012; Bidyuk, 2013).

In accordance with the demands of modern society, the requirements for the personality of a teacher of philological disciplines, his ability to use the acquired professional experience in independent practical creative activity in the field of linguistics, literary studies, folkloristics and to acquire the ability to master the means of organizing cultural and educational activities with student youth are growing significantly. The expediency of researching such a problem is confirmed by the state course of Ukraine on reforming school education, namely, the creation of an educational space by integrating innovative technologies into the general professional training of teachers of Ukrainian and foreign languages. The cultural and educational activity of the master of philology is one of the forms of establishing communication between teachers and their pupils as a way of targeted influence on the younger generation (Vovk, 2013; Pentylyuk, 2014; Redko, 2017).

The strengthening of the significance of the problems of the professional level, professional competence in the theory and practice of the preparation of masters of philology is due to the awareness of the fact, that organize cultural and educational activities with school youth, manage the creative process can only the specialist, who embodies the personal qualities of a philologist teacher, organizer, educator and spiritual mentor. In view of this, institutions of higher education face the important task of training specialists capable of creative activity in the direction of modern education development.

Analysis of scientific output of following scientists (Ravchyna, 2003; Babenko, 2005; Semenog, 2005; Varghese et. al., 2005; Gerasimenko, 2012; Bidyuk, 2013; Vovk, 2013; Pentylyuk, 2014; Redko, 2017) shows that there is a lack of research in the scientific and pedagogical literature focused on the formation of the readiness of masters of philology for cultural and educational activities in the conditions of distance learning.

The formation of the readiness of masters of philology for cultural and educational activities in the conditions of distance learning is a significant pedagogical problem also in view of the fact that it is one of the conditions of conscious, resource-based learning, aimed at acquiring the profession of a philologist teacher, an incentive to comprehend and comprehensively master the educational content, the basis of training a successful teacher in the field of Ukrainian and foreign philology, which is especially necessary for modern Ukraine.

## 2. MATERIALS AND METHODS

The aim of the study is to determine, substantiate and experimentally verify the effectiveness of didactic conditions for the formation of the readiness of masters of philology for cultural and educational activities in the conditions of distance learning.

Following tasks of research was set: to specify the concept of readiness of masters of philology for cultural and educational activities; to characterize the criteria of this readiness for further diagnosis; to determine the didactic conditions for the formation of the readiness of masters of philology for cultural and educational activities in the conditions of distance learning; to develop a didactic model of training masters of philology for cultural and educational activities in the conditions of distance learning.

Therefore, in order to check the didactic model and didactic conditions, which substantiate the expediency of introducing into the educational process of masters of philology the proposed pedagogical technologies for the formation of their readiness for cultural and educational activities in educational institutions, a need to diagnose the state of formation of the studied phenomenon by conducting appropriate research and experimental work became apparent, which was carried out in the period from 2020–2022 and covered three stages. Since March 2020, the educational process in Ukrainian universities has been carried out in a distance format.

The basis of empirical research was University of Ukoopsilks «Poltava University of Economics and Trade», Poltava V. G. Korolenko National Pedagogical University, Poltava State Agrarian University. The sample consisted of 155 masters of philology, who studied in the second year of the master's degree.

At the first, *preparatory stage* of the research, a theoretical analysis of the problem of forming the readiness of masters of philology for cultural and educational activities in the conditions of distance learning was carried out. The essence of the key concepts of the research was clarified. An analysis of educational programs was carried out in University of Ukoopsilks «Poltava University of Economics and Trade», Poltava V. G. Korolenko National Pedagogical University, Poltava State Agrarian University, which prepare masters of philology. We also studied the educational and methodological documentation of the graduating departments regarding the clarification of the state of their preparation for cultural and educational activities in educational institutions.

The criteria, indicators and levels of readiness of masters of philology for cultural and educational activities have been determined.

At the second, *ascertaining stage*, an ascertaining diagnosis of the readiness of masters of philology for cultural and educational activities was carried out. The next step of this stage was the identification of a complex of didactic conditions and the construction of a model for a complete system of training masters of philology for cultural and educational activities in the conditions of distance learning.

During the third, *formative stage*, the implementation of the didactic conditions for the formation of the studied readiness was carried out, thus the model of training masters of philology for cultural and educational activities in the conditions of distance learning was tested, as well as the analysis of the results of the experiment was carried out.

In the course of the experiment, the innovative Agile technology was applied (Krehbiel et. al., 2017). That is, each stage (preparatory, ascertaining, formative) in accordance with Agile technology contained following: identifying the needs of masters of philology and setting goals for the formation of their readiness for cultural and educational activities, designing the content, forms and methods of formation of researched readiness, implementation of specified didactic conditions and analysis of their effectiveness. We would like to emphasize that this technology allows us to make changes at any moment, which we did during the pedagogical experiment.

The manifesto of the Agile school was taken as a basis (Krehbiel et. al., 2017): people and interactions are more important than processes and tools; making sense of learning is more important than formal tests; cooperation between the participants of the process is more important than constant agreements / negotiations; readiness for change is more important than following a plan. Positioning the pedagogical experiment as a project, it is based on the idea that the implementation of the project does not need to rely only on detailed plans drawn up in advance. It is important to focus on the constantly changing conditions of the external and internal environment in the educational process of the university and to take into account the feedback between masters of philology and teachers who implemented the developed model.

A set of the following research methods was used in the research process:

- 1) theoretical – analysis, synthesis, comparison, juxtaposition (for the study of literary sources, regulatory documents, experience of professional training of masters of philology in Ukrainian universities in conditions of distance learning; determination of methodological approaches to solving the problem of forming the readiness of masters of philology for cultural and educational activities in the conditions of distance learning); categorical oppositions and generalization (to define the terminological and conceptual apparatus of the research, formulation of its conceptual provisions and conclusions); didactic modeling (for the development of a model of training masters of philology for cultural and educational activities in the conditions of distance learning);
- 2) empirical – questionnaires, interviews, testing, surveys, observation of masters of philology in the process of their professional training (to identify the levels of readiness of masters of philology for cultural and educational activities in the conditions of distance learning); pedagogical experiment (to check the effectiveness of selected didactic conditions for the formation of the readiness of masters of philology for cultural and educational activities in the conditions of distance learning);
- 3) mathematical statistics – for the quantitative and qualitative analysis of the research results and proving their statistical reliability. They were used to identify the reliability of the difference between the studied indicators, the correct processing of the results, reflecting them in graphical and tabular forms, conducting experimental testing; descriptive statistics, determination of the statistical significance of differences between groups by correlation analysis by Pearson's method.

### 3. RESULTS AND DISCUSSION

As a result of a thorough analysis of the works of scientists (Semenog, 2005; Babenko, 2005; Bidyuk, 2013; Vovk, 2013; Pentylyuk, 2014; Kononets et. al., 2019; Zhamardiy et. al., 2020; Otravenko et. al., 2021; Emetc et. al., 2022; Shkola et. al., 2022), defending the position of scientists that a master of philology should possess a number of competencies (linguistic, language, communicative, folklore, literary, cultural studies, pedagogical, psychological, methodical, informational and research), it was found out that the essence of the key concept of readiness of masters of philology for cultural and educational activities lies in following planes:

- system of knowledge in the field of linguistics, literary studies, folkloristics in the process of professional activity, pedagogical activity of a philologist teacher, pedagogical technologies of a philological direction;
- system of skills and abilities for the organization of cultural and educational activities in educational institutions (schools, colleges, universities);
- acquired experience of such work as a result of practical implementation of educational and independent cognitive activities;
- system of value coordinates of master of philology for further cultural and educational activities, personal qualities and orientations that are important for such activities (positive attitudes, motives).

The methodological basis of the study is the scientific-research toolkit of approaches (*competence-based, resource-based, systemic, environmental, integrative, cultural, cross-cultural, communicative, project, ethno-pedagogical, creative*), which made it possible to carry out a holistic objective analysis of the process of forming the readiness of masters of philology for cultural and educational activities in the conditions of distance learning and to substantiate ways of implementing didactic conditions.

The category of readiness of masters of philology for cultural and educational activities in the conditions of distance learning is specified as the expansion of individual creative opportunities of higher education students by means of educational, extracurricular, self-educational activities in the philological and pedagogical context of the modern digitalized educational environment.

The concept of «*readiness of masters of philology for cultural and educational activities*» was interpreted as an integral personal education, which determines the focus of philology masters on parity interaction and the ability to successfully organize and conduct cultural and educational activities, in particular, with the help of modern digital technologies.

The process of forming the readiness of masters of philology for cultural and educational activities in the conditions of distance learning is considered as a purposeful system of measures to create conditions during the study of masters of philology at the university for their successful adaptation and integration into professional and cultural-educational activities with the aim of establishing the understanding of the philology teacher as a profession, aimed at developing the creativity of student youth, ensuring the realization of their creative potential in the field of philology and language (in particular, foreign language) education, the integrity of the multicultural space of Ukraine, the accessibility of national and world cultural heritage.

A didactic model of training masters of philology for cultural and educational activities in the conditions of distance learning has been developed, which consists of theoretical, implementation and diagnostic blocks (Fig. 1.).

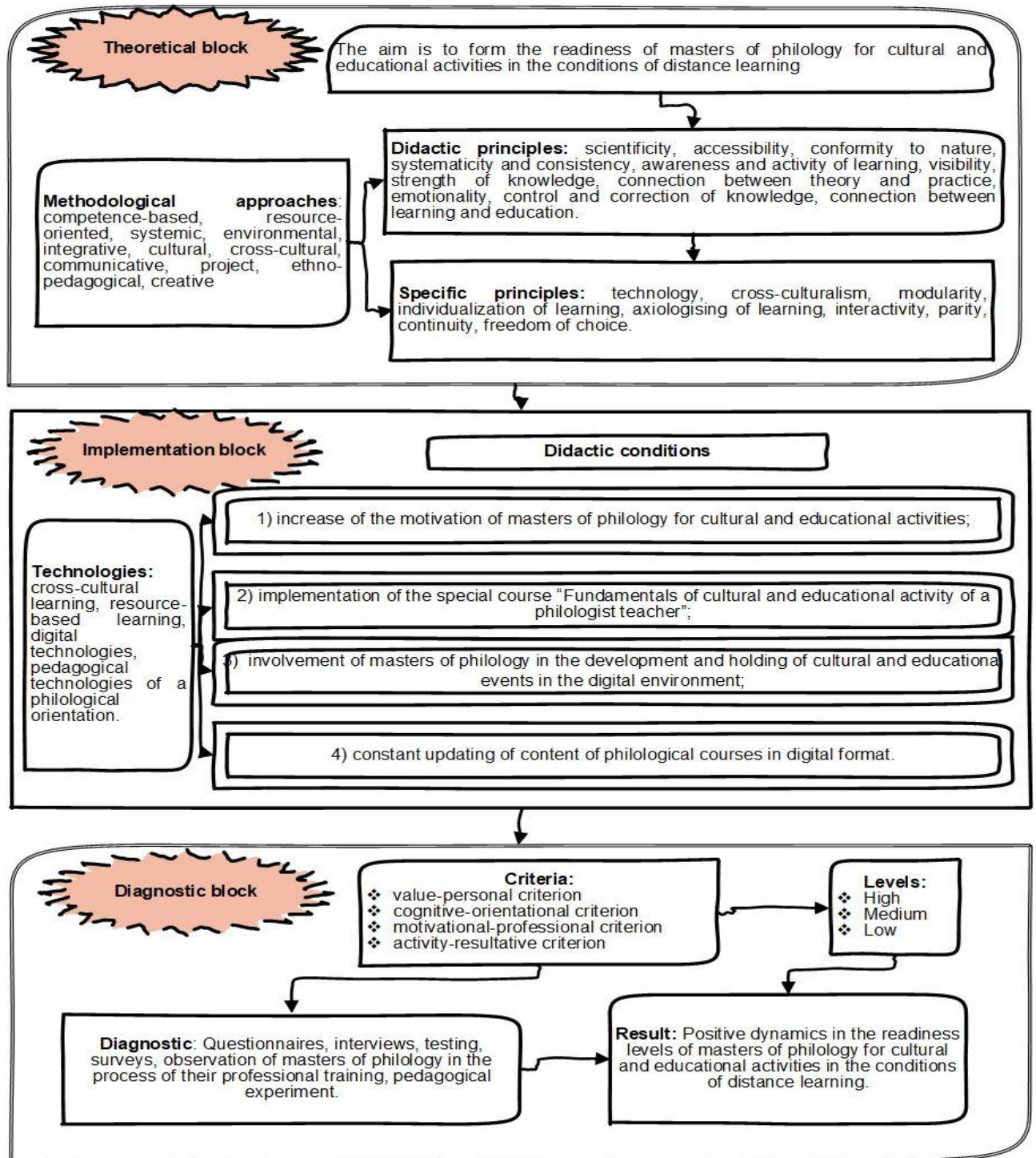
The *theoretical block of the model* is represented by the goal and methodological approaches (*competence-based, resource-oriented, systemic, environmental, integrative, cultural, cross-cultural, communicative, project, ethno-pedagogical, creative*), which serve as a guide in achieving this goal.

According to the peculiarities of philological and pedagogical education, *didactic principles* (scientificity, accessibility, conformity to nature, systematicity and consistency, awareness and activity of learning, visibility, strength of knowledge, connection between theory and practice, emotionality, control and correction of knowledge, connection between learning and education), on which it is advisable to focus during the implementation of the didactic model, are of key importance, as well as *specific principles* of forming the readiness of masters of philology for cultural and educational activities in the conditions of distance learning (technology, cross-culturalism, modularity, individualization of learning, axiologising of learning, interactivity, parity, continuity, freedom of choice), which were also included in the theoretical block of the model.

To solve the problems of improving the process of preparing masters of philology for cultural and educational activities in the conditions of distance learning and consideration of modern educational needs in a creative, competitive specialist capable of self-development, to the *implementation block* didactic conditions for the formation of the readiness of masters of philology for cultural and educational activities in the conditions of distance learning were included, as well as the pedagogical technologies used during their implementation: cross-cultural learning, resource-based learning, digital technologies, pedagogical technologies of a philological orientation.

At the stage of the implementation of the *diagnostic block*, the diagnostic tools were used to generalize and check the formation of the studied readiness in accordance with the criteria (*value-personal, cognitive-orientational, motivational-professional, activity-resultative*), their indicators and levels (high, medium, low). At the same time, the block also reflects the expected result, namely the positive dynamics in the levels of formation of the studied readiness.

*Value-personal criterion* – characterizes the presence of personal qualities that contribute to cultural and educational activities in educational institutions (*parameters*: creative, organizational and communicative qualities, awareness of the need for their development for successful professional activity and cultural and educational work with school youth, digital literacy).



**Fig.1:Didactic model of training masters of philology for cultural and educational activities in the conditions of distance learning**

*Cognitive-orientational criterion* – presents the system of knowledge (general and special), which is necessary for masters of philology to carry out effective cultural and educational activities in an educational institution, in particular, in the digital environment, as well as orientation towards constant updating of knowledge (*parameters*: orientation in the theoretical and methodological principles of the organization of cultural and educational activities in a school, college or university, the ability to build knowledge, awareness of the individual specifics of the organization of learning strategies, decision-making and problem solving in education and future cultural and educational activities).

*Motivational-professional criterion* reflects the attitude of masters of philology to cultural and educational activities in an educational institution, which determines the desire for successful professional activity (*parameters*: recognition of the professional importance of cultural and educational activity in educational

institutions for a philologist teacher, motivation to improve the ability to conduct it, perseverance in finding ways and means of effective implementation of cultural and educational activity, in particular, in the digital environment).

*Activity-resultative criterion* – the ability to apply knowledge of the organization and implementation of cultural and educational activities in an educational institution in practice in a digital environment, to demonstrate the practical application of the system of knowledge in the field of linguistics, literary studies, folkloristics, pedagogical technologies of philological direction in this process, creative skills and abilities (*parameters*: activity, independence, systematicity, purposefulness, effectiveness of cultural and educational activities in educational institutions).

In the course of the experiment, diagnostic tools were used to assess the level of readiness of studied parameters – diagnostic package for determining the level of readiness of masters of philology for cultural and educational activities in the conditions of distance learning (platform <https://sites.google.com/>). That package included: questionnaire-test to determine the degree of manifestation of the value-personal criterion, the narrative «I and philology», the interview «Would I like to work as a Ukrainian or foreign language teacher at school?» (*value-personal criterion*); comprehensive test based on the results of studying the special course «Fundamentals of cultural and educational activities of a philologist teacher», a questionnaire to reveal knowledge and understanding of the essence of the cultural and educational activity of a philologist teacher (*cognitive-orientational criterion*); questionnaire-test to determine the motives for the professional activity of the master of philology (*motivational-professional criterion*); a report on a cultural and educational workshop (*activity-resultative criterion*). The method of implementing didactic conditions is presented in Table 1.

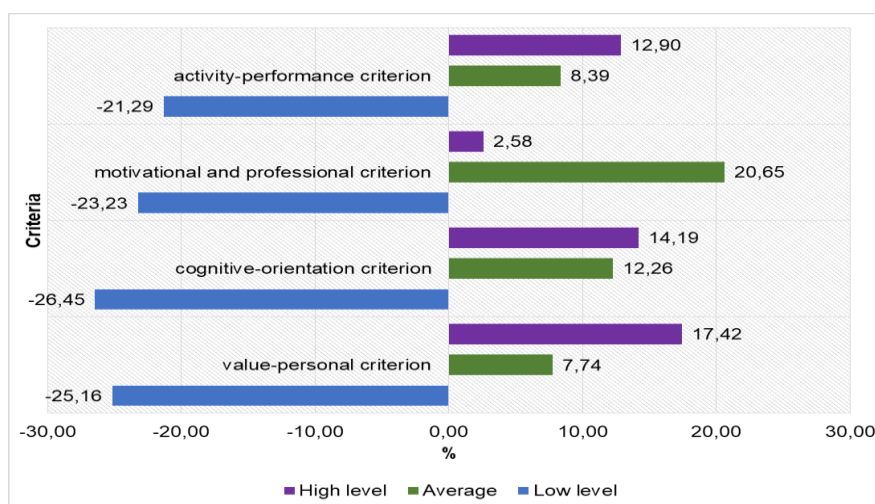
**Table 1. Methodology for the implementation of didactic conditions for the formation of the readiness of masters of philology for cultural and educational activities in the conditions of distance learning**

Number	Didactic condition	Implementation measures and methods
1.	Increasing the motivation of masters of philology for cultural and educational activities	Attendance by masters of philology of literary evenings, performances in the theater; creation of an online art cafe on the platform of the distance learning center at the university; attending webinars of leading specialists of the Institute of Philology on the platform of the information and publishing agency «Education of Ukraine», of the educational project «On the Lesson», «Vesoevista»; organization of virtual folklore and ethnographic expeditions and trips.
2.	Implementation of the special course «Fundamentals of cultural and educational activity of a philologist teacher»	Studying the subject of the special course in an online format on the platform of the distance learning center at the university. Special course topics: «Didactics of philological education»; «Professional activity of a philologist teacher: methodical, organizational and management aspects»; «Event management in the professional activity of a philologist teacher»; «Cross-cultural learning»; «Ethno-pedagogical approach in the cultural and educational activity of a philologist teacher». Interactive learning methods are used, which can be applied with the help of digital technologies: discussions, individual, pair and group work, methods of working with texts, the method of narratives, interviews, methods of Ukrainian folk pedagogy (conversation, story, proverb and saying, parable, story, song, tale, legend, prayer, symbol, testament (commandment), belief, example, authority, confession), scientific observation, experimental learning, the method of simulations and role-playing, etc.
3.	Involvement of masters of philology in the development and holding of cultural and educational events in the digital environment	Webinar series «Digital tools in the work of a philologist teacher»; «Designing cultural and educational events: from idea, scenario to online implementation»; «How to improve the cultural and educational activities of an educational institution during distance learning»; cross-cultural web quests for philology masters; development of interactive games and quizzes for schoolchildren in Ukrainian and foreign languages.
4.	Constant updating of content of philological courses in digital format	Development of digital content for professional disciplines (photo, audio, video content, electronic manuals, infographics, mental maps) of educational program for the preparation of masters of philology; creation and filling with new informational materials of the remote platform of the special course «Fundamentals of cultural and educational activity of a philologist teacher» (involvement of masters in the development of digital content on the basis of pedagogy of cooperation).

The analysis of the ascertainment diagnosis of the level of readiness of masters of philology for cultural and educational activities in the conditions of distance learning made it possible to establish that: according to the *value-personal criterion*, 7.10 % of masters of philology showed a high level of readiness, medium – 44.52 %, low – 48.39 %; according to the *cognitive-orientational criterion*, 6.45 % of masters of philology demonstrated a high level of readiness, average – 49.03 %, low – 44.52 %; according to the *motivational-professional criterion*, 3.23 % of masters of philology showed a high level of readiness, medium – 31.61 %, low – 65.16 %; according to the *activity-resultative criterion*, 9.68 % of masters of philology showed a high level of readiness, medium – 45.81 %, low – 44.52 %.

After the formative experiment, the results of the diagnostic analysis of the level of readiness of masters of philology for cultural and educational activities in the conditions of distance learning proved that: according to the *value-personal criterion*, 24.52 % of masters of philology showed a high level of readiness, medium – 52.26 %, low – 23.23 %; according to the *cognitive-orientational criterion*, 20.65 % of masters of philology showed a high level of readiness, medium – 61.29 %, low – 18.06 %; according to the *motivational-professional criterion*, 5.81 % of masters of philology showed a high level of readiness, medium – 52.26 %, low – 41.94 %; 22.58 % of masters of philology demonstrated a high level of readiness according to the *activity-resultative criterion*, medium – 54.19 %, low – 23.23 %.

The comparative analysis demonstrated positive dynamics of changes: according to the *value-personal criterion*, the high level of readiness increased by 17.42 %, the medium level – by 7.74 %, and the low level decreased by 25.16 %; according to the *cognitive-orientational criterion*, the high level of readiness increased by 14.19 %, the medium level – by 12.26 %, and the low level decreased by 26.45 %; according to the *motivational-professional criterion*, the high level of readiness increased by 2.58 %, the medium level – by 20.65 %, and the low level decreased by 23.23 %; according to the *activity-resultative criterion*, the high level of readiness increased by 12.90 %, the medium level – by 8.39 %, and the low level decreased by 21.29 % (Fig. 2).



**Fig.2:Changes in the readiness levels of masters of philology for cultural and educational activities in the conditions of distance learning**

### 3. CONCLUSIONS

Therefore, the results of the ascertaining stage of the experiment proved the insufficient level of readiness of masters of philology, which determines the need to improve the process of their preparation for cultural and educational activities in the conditions of distance learning by implementing certain didactic conditions.

The joint meeting of university philology departments and discussions by teachers regarding the results of the pedagogical experiment proved the effectiveness of the didactic conditions for the formation of the readiness of masters of philology for cultural and educational activities in the conditions of distance learning: increase of the motivation of masters of philology for cultural and educational activities; implementation of the special course «Fundamentals of cultural and educational activity of a philologist teacher»; involvement of masters of philology in the development and holding of cultural and educational events in the digital environment; constant updating of content of philological courses in digital format.

It was especially noted that the organizational and methodological support of the process of preparing masters of philology for cultural and educational activities in the conditions of distance learning was successfully improved. At the same time, it was emphasized the need to hold master classes and trainings for teachers on the use of didactic tools, aimed at forming the readiness of masters of philology for cultural and educational activities in the conditions of distance learning; conducting seminars-workshops for masters of philology on the development and implementation of scenarios for cultural and educational events.



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