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MODERN TECHNOLOGIES OF TEACHING PHILOLOGICAL DISCIPLINES IN HIGHER EDUCATION INSTITUTIONS

The purpose of the study is justification and development of technologies of the disciplinary and local levels for studying courses in the literary cycle in the conditions of a credit-transfer system. General scientific methods, empirical, praximetric, prognostic methods were used. The practical significance of the article includes development and determination of the effectiveness of the methods of applying modern technologies for teaching literature in universities. As a result, the essence of multimedia (electronic) technology, several varieties of interactive and design technologies for teaching literary disciplines are determined, their choice is justified. It is proved that these pedagogical technologies provide high-quality learning outcomes.

Key words: *pedagogical technology, disciplinary level technologies, local level technologies, multimedia technology, electronic teaching aids, conceptualization technology for the training course and block material presentation, interactive technology, project technology.*

Introduction. The phenomenon of using technology in various areas of society has long been of significance to our present civilization. In the education field, using a professional approach, which addresses to specific personal needs and orientation, it provides the most effective solution to education and educational approach. In our opinion, during the last decades, when reforming the education, there was a combination of innovative approaches gained through experience, by using pedagogical technologies in the educational process for different levels at schools (primary to higher).

At the same time scientific and socio-cultural discussions about the ways of teaching (including humanities) various disciplines in higher education

institutions suggest the need for a new “navigation” system as an applied method based on the dissemination of relevant technological experience and its practical implementation. In view of the above mentioned, there is an urgent need for further research and introduction of modern technologies in teaching philology disciplines at higher education institutions as explained by the authors of this article.

We proceed from the fact that the concept of “technology” has become quite broad in didactics and methodology. The whole learning process has become a mega technology, within which the technologies are also implemented in lower education levels.

In present times foreign scholars have made a significant contribution to the development of pedagogical technologies in theory and practice. It included evaluation of the nature of the problem under study; types of pedagogical technologies; justification for use; effectiveness of technology application and any obvious disadvantages, etc.

The content of this work is attributed to the achievements of such authors as K. Culp, J. Harris, M. Honey, T. Levin, E. Mandinach, P. Mishra, R. Wadmany (Culp; Harris, 2009; Levin, 2008). Pedagogical technology and its processes were studied in teaching methods and continued to be studied by K. Bakhanov, V. Bepalko, I. Britchenko, I. Dichkivska, M. Grinev, S. Karpenchuk, P. Matvienko, V. Monakhov, O. Pekhot, B. Pridchochenko, L. Pyrozhenko, G. Seleukov, V. Strelnikov, V. Yastrebova, I. Zyazyun and others. Various pedagogical technologies and technological models are described and considered in the works of these authors. They emphasized general features of technological development in the educational process. The most effective approach is to develop the technological systems in a hierarchy that consists of three main levels.

G. Selevko has distinguished the main levels of pedagogical technologies: general pedagogical (general-didactic), partially methodological (objective), local (modular) (Selevko, 1998, p. 15-16), and I. Dychkivska has outlined the issues of modular and local innovative pedagogical technologies (Dychkivska, 2004). However, if all three technological levels are studied thoroughly in relation to the study of Ukrainian literature in general level (A. Pometun, L. Pyrozhenko, A. Sitchenko, G. Tokman, N. Voloshina and others). We notice that at high school there is a highly developed first level however the second is partially methodological (to the institutions of higher education we will say “disciplinary”) and the third local or modular is not structured and often left to the teacher’s personal decisions. This level has a clearly positive aspect, as it opens wide opportunities for creative work in teaching. On the other hand, it requires each time to specify the ways of resolving the didactic-methodological problems that arise in the process of mastering a certain discipline.

Aim and tasks. Considering the above mentioned, we aimed to analyze the effectiveness of using these technologies in implementing the process of

literary courses. It's common knowledge, that such systems are largely algorithmic and at the same time leave enough space for author's techniques and technological models.

In accordance with this objective, the following **tasks** have been fulfilled: the technologies have been identified and their choice has been substantiated for use in the process of studying literary disciplines; training courses are planned and implemented according to selected technologies; the local methodological systems are then evaluated for their effectiveness.

Research methods. In the process of development and implementation of innovative methods, several general scientific methods were used (methods of systems analysis and synthesis of philological disciplines teaching in institutions of higher education); empirical, praxymetric (method of interpreting pedagogical and methodological literature, and method of generalization of advanced pedagogical experience); prognostic (simulation of methodological projects). These methods allowed substantiating the main directions and ways of introducing modernization and modification of literary courses and suggesting modern pedagogical technologies in the higher school.

Research results. The problem with the new challenge was evaluated by the authors of the article during the period of reforming education in Ukraine. This covered the issues of optimal content of curricula; effectiveness of learning considering globalization of communication facilities; students and teachers mobility, new forms, methods and procedures, including distance training; and accentuation of the competence approach. Such conditions gave rise for further introduction of innovations, led to attempts to systematically streamline the latest didactic and methodological developments. Realizing that higher education should train specialists, namely "generators of new knowledge, and new technologies" (Dychkivska, 2004; Semenog, 2005), starting in 2013, we have organized basic training programs with a projection to deepen technology education and the prospect of their mobile upgrade.

At the same time, a case-register of innovative technologies was used in teaching the history of Ukrainian literature and methods of teaching Ukrainian, Foreign literatures and related disciplines to students of the Faculty of Philology of the Melitopol Bogdan Khmelnytsky State Pedagogical University. The case-register includes the most commonly used technologies, such as interactive, problem-based, modular-developmental, project-based, remote learning, network, structural-logic, dialogue, integrated training; situational simulation; training, information, multimedia technologies; technology of intensification of training based on circuit model teaching material, etc.

The next stage was prioritization of technologies in the process of teaching the specific disciplines and their contents for specific groups of students, considering the "methodological style" of the teacher. The main points of technological controls were the following: *the purpose of application;*

methods of implementation; expected results (acquired by students of competence) and their feedback.

More than a decade of experience in using multimedia technology for learning a certain discipline has confirmed its relevance and effectiveness. As O. Semenog rightly points out, “the integral indicator of the quality of the future teacher-translator is proven through manifestation of informational competence in combination with other types of professional competences (linguistic, literary, cultural, psychological and pedagogical, etc.). It is determined by the ability to apply the knowledge gained and experience in a particular situation, the degree of independence, the development of creative abilities, creation of an atmosphere of aesthetic satisfaction from the perception of information» (Semenog, 2005, p. 297).

Fundamentals of teaching technologies using electronic procedures are described in the writings of such scholars as N. Dementievskaya, Yu. Goroshko, N. Morse, O. Spivakovskiy, O. Vitiuk, M. Zhaldak and others.

Researchers L. Kopeitseva, T. Sharova and S. Sharov applied their didactic-methodological systems to the process of studying philological disciplines in higher education institutions and evaluated the feasibility of using electronic procedures and methods, which was substantiated in their articles and individual publications (Kopeitseva, 2014; Kopeitseva, 2013; Kopeitseva, 2017; Sharov, 2014; Sharova, 2015).

S. Sharov and T. Sharova emphasized the following opinion: “The use of modern information technology is a socially significant requirement in shaping professional competence of the future teacher-philologist” (Sharov, 2014, p. 69).

Thus, the purpose of using this type of multimedia technology at the disciplinary level is an effective procedure for: higher education graduates to access electronic media/program material; economical and efficient use of classroom and non-teaching hours; development of skills of independent learning of a discipline, search, including research activities; versatile development of the student’s personality; formation of complex professional competencies that are modern foundations of intellectual work aesthetics and context education of the future Ukrainian language and literature teacher’s moral qualities.

By way of the embodiment of the intended purpose, the authors chose the electronic procedures such as organizing the filing, perception of the educational material while leaving room for oral discussions and comments, etc. Under these conditions, analytical perception and memorization of educational material, and the path for further research work are activated, an opportunity is created for satisfying and expanding the individual interests of students in the subject of study. In class electronic educational books optimize an educational process due to the presence of necessary artistic, literary and critical and scientific texts, illustrative material (reproductions of works of fine art, photos of architectural and other sights, portrait video rows; musical records, fragments of lessons,

extracurricular events conducted by students during teaching practice, etc). In extracurricular time an electronic manual provides all necessary sources for a base capture of a certain educational topic or literary course on the whole. The selected multimedia technology gives space to not only the student but also to the teacher: it provides differentiated approach to teaching the learners with the different level of literary development, makes possible such forms of classes, as a lecture/seminar-trip, lecture-comment, virtual excursion, literary discussion, time for slow reading, various cases, etc.

The example of the successful use of electronic facilities is a course of the Ukrainian literature of 40–60s of the 19th century (Shevchenko period) considerable part of which can be captured by means of an electronic textbook on history of the Ukrainian literature “Taras’ paths” (Sharov, 2014). A textbook contains material about the writer’s life and creative works, texts of his literary works, including the audiotexts pronounced by P. Panchuk, reproductions of pictures, epistolary inheritance, video and audio files.

So far, the authors have worked out a range of electronic educational books that provide the study of work of other Ukrainian and foreign writers.

The results of the application of multimedia (electronic) technology were: a growth in the volume of learned material in the classroom and independent work; its easier perception and deeper understanding; remembering the material for a longer period; an increase in the psychological probability of “appropriating” the correct conclusions, judgments, generalizations, optimization of educational time (Sharov, 2014, p. 53).

Students who use electronic learning tools are much more likely to be oriented in the modern information field, have better skills in finding the necessary sources, see the multidimensional problem, more confidently acquire professional competences such as ability to analyze the writer’s work on the socio-historical and historical-cultural background of a certain epochs, to reveal the philosophical basis of literary phenomena, to compare them with phenomena in other forms of art, to give contemporary objective assessments of the author words work.

The feedback including technological aspects are not only in terms of the positive dynamics of the knowledge quality and success, but also in the active participation of higher education graduates in scientific circles and conferences and their ability to research subjects. Thus, about 70 % of students taking part in scientific work according to the planned topics of the Department of Ukrainian and Foreign Literature at the Melitopol Bogdan Khmelnytsky State Pedagogical University have written scientific articles in Ukrainian and foreign publications.

Technology design of courses and sections of educational material (disciplinary level) is equally effective. Its effectiveness is evident in modern conditions and is radically changing Ukrainian higher education approaches when determining the scope and ways of perceiving and assimilating knowledge.

Not sum of knowledge, but possibility, competences in relation to their independent search and capture, is accented. In addition, conceptualization and sectional selection of basic components of educational book have the special value through geometrical character of increase of information which is necessary for mastering. On such conditions deep purposeful structure, prosecution of semantic blocks of educational course provide the perspective vision by teachers and students, students acquire abilities and skills to distinguish main, substantial things in the process of mastering of separate themes, analysis of the certain literary phenomena and works, forming competences in relation to the further independent capture of necessary material in the situations of direct professional activity. So, the aim of applying technology of conceptualization of the course and sectional division of educational material is to provide deep, realized, structurally organized and practically directed mastering of knowledge and pre-conditions of their further competent use in professional activity.

Conceptualization approaches can be seen in curricula and programs, textbooks, methodological labours of different times. But, in our view, H. Klochek started the pedagogical technology based on the study of literary texts, and developed methodology of study of old Ukrainian works at secondary school (Klochek, 2001, p. 140-143]. At high school the conceptual approaches to teaching literature in a greater or less degree were always present, however mainly touched ideological soil, corresponding interpretation of texts etc. In our case we talk about the conceptual methodological vectors of learning the discipline. We understand technology of conceptualization of the course and sectional serve of educational material as the system that contains next constituents: civilized manner-philosophical and aesthetic, motivational orientation, multi-structure of the material, operations of analysis, synthesis, algorithmization of cognitive processes, students' feedback.

Among other educational courses the mentioned technology was realized in the process of teaching history of old Ukrainian literature. For this purpose, on-line, working tutorial and all other methodological materials are worked out so that students could see the prospect of learning the discipline and their ultimate goal. In an on-line tutorial that is based on labour of modern leading specialists in industry of study of old Ukrainian literature (P. Bilous, V. Poiek, O. Slipushko, L. Ushkalova, V. Yaremko etc), one can see the content of the discipline, topics of lectures, seminars, the lists of works for reading, the list of textbooks, educational and methodological books and literary critical works and so on. The educational programme is the basis for work programme, that specifies it and that is followed by a teacher in the direct educational activity. As educational process in the university is performed through the module grade-based system, the content of the work programme consists of four blocks-modules that in the methodological recommendations worked out for students are presented in two plans-maps, that are highly structured and represent directions of educational-cognitive activities.

They are original methodological guidebooks which “lay” a personal path to knowledge and define the forms of formative and summative assessment. The higher degree of independence of study of educational material is, the more detailed are auxiliary instructional-methodological materials that are added to the plan-map: plans of seminars; methodological recommendations as for independent extracurricular work; methodological recommendations as for assessment of (creative) works and so on.

Thus, the above mentioned technology means following the sequence of plans-maps. Basic actions are: acquaintance with an on-line educational book and plans-maps (during the first week of studies); learning how to work with educational material (during the study of disciplines “Introduction to speciality”, “Introduction to philology”, group, individual consultations of the teacher of old Ukrainian literature); making of individual or personal plans (a week’s, a month’s, a semester’s plan) of learning the discipline in accordance with plans-maps, according to the curriculum and other types of educational activity; preparation to classes – lectures, seminars; consolidation, revision and extension; study of the themes for the extracurricular work; assessment of creative works, preparation of lectures, presentations; correction of the obtained knowledge; demonstration of knowledge acquisition (participating in current control – on seminars; operative – during individual work of teacher with students; thematic – through taking credits and exams).

At the local level (study of separate topics of the program), according to this technology, during lectures and seminars material is mastered relatively by the completed blocks, that are the links of integral course and within which the operations of analysis and synthesis correspond to the nature of the literary phenomena, works that are studied, and also individual features of students of certain groups.

Thus, the technological maps of each lesson, that is, a detailed description of the process in the form of a step-by-step, sequence of actions indicating the procedure (G. Selevko) has a unique nature. The users are aware of the place of the topic in the structure of the course, its connection with previous and the following section, its meaning that facilitates understanding of the phenomenon of ancient Ukrainian verbal art.

Experience shows that a clear structuring of the educational material, awareness of the goals and stages of education make it easier to program the expected results. It emphasizes the importance of ancient literary creation in the historical, cultural and national development of Ukrainians; a perspective vision of the trends of the subsequent problem-thematic and genre-style genesis of Ukrainian literature, the inextricable link between author’s verbal creativity of modern times compared with the ancient Ukrainian literary principles; it demonstrates development of interest in literary disciplines, creative abilities of students, their ability to non-standard solution of problem

didactic situations and tasks, etc.; it brings up respect for the historical past of Ukrainian people and their culture.

At the local level, new technological models in the practice of philology teachers are often linked to interactive and project learning forms. Their scientific and methodological interpretations are based on the research of such scholars as: L. Krasasiuk, V. Kuritsyna, O. Pekhota, O. Pometun, L. Pyrozhenko, G. Selevko, B. Shabby, N. Suvorov, G. Tokman, Yu. Vaskov.

We fully support the opinions of scientists that innovative teaching technologies, including Ukrainian literature, are aimed at establishing an appropriate pedagogical paradigm as a priority in modern schools (Innovations in higher education, 2001; Tokman, 2002).

L. Kopeitseva also undertook studies on modern technologies for student education (Kopeitseva, 2014; Kopeitseva, 2013). By introducing interactive and project technologies into the process of studying the history of Ukrainian literature in the 70s and 90s of the 20th century, the methodologist focused on situations of educational communication, discussion of the results of an independent project activity, and scientific and creative experience by students of their own learning trajectory. The objective was to acquire, systemic historical and literary knowledge and practical skills of interpretation of artistic text. Priority is given to the local technology of text creation, development of student research and development projects, including creation of thematic cases, as well as various forms, methods and techniques of interactive learning. Active forms of learning are realized through such operations techniques as simulation of existential and artistic situations, their analysis and synthesis, argumentation of thought in discussions, presentation of the project, self-reflection, creation of associative series and psychological portraiture, etc.

In particular, using the method of literary provocation, a teacher can offer the students asseveration that would induce to the discussion: Chipka, the main character of Panas Myrny's novel "Do the oxen roar if their feeders are full", is a victim, he needs sympathy. Argue this idea. In the process of search of arguments students understand that the suggested statement is not peremptory, they search for counter-arguments, start a discussion and thus deeply understand one of the most tragic characters of Ukrainian realistic literature.

An effective method that assists forming students' ability to obtain professional knowledge and apply it in practice, is cubing. Using the above mentioned methodology, a teacher offers students to perform mental operations, marked on sides of a cube, that will give an opportunity to master a certain educational theme, i.e. to "distinguish and write" down, to "compare", to "analyse", to "argue", to "create", to "define the attitude toward a character". Performing these operations, students, for example, prove that I. Karpenko-Karyi's tragicomedy "Martyn Borulia" has sharp social aspiration and reflects contemporary reality; argue the genre characteristics of comedy

and tragedy in a play; discuss an alternative: what kind of character Martyn Borulia is – positive or negative; compare that Ukrainian work with foreign analogues and determine general reasons etc. Cubing can be applied as one of the forms of traditional analytical work in class and as an interactive form or as a form of independent work.

Focusing attention and conscious mastering of educational material are assisted by application of the method called “catch an error”. Explaining a topic of the lecture or creating a certain educational situation at a seminar/laboratory class, a teacher intentionally makes errors, which students have to notice and correct. Another variation of the above mentioned method is different forms of the text correction performed by students. However, it is always necessary to make students correct all the errors.

The most important *expected results* from the application of modern local technologies to the study of the history of Ukrainian literature in the institutions of higher education are the conscious learning of knowledge, formation of the ability to think analytically, creative application of the skills of independent interpretation of artistic text.

Students learning with such technologies are more focused on their future profession, namely, active participation in competitions, regional and national scientific competitions and creative works; international scientific conferences; and are more interested in methodological innovations.

Conclusions. The pedagogical technologies presented in the article provide qualitative results of mastering literary courses in higher education institutions. The choice of technologies is determined by the purpose of study, the conditions of the education institution, the personality of the teacher, level of preparedness and literary development of students. The effectiveness of the technologies under consideration is governed by the procedural compliance with the techniques, actions and operations provided by technological procedures, the microclimate of the lessons envisaged by them, and the main components of which are mutual benevolence and optimism.

The prospects for further research are seen in raising the level of innovative competences of future literature teachers, correlation of theoretical knowledge with the practice of introducing modern technological forms, methods and procedures in the higher schools.

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РЕЗЮМЕ

Шарова Татьяна, Зотова Валентина, Копейцева Людмила, Землянская Алина. Современные технологии преподавания филологических дисциплин в учреждениях высшего образования.

Целью исследования является обоснование и разработка технологий дисциплинарного и локального уровней изучения курсов литературоведческого цикла в условиях модульной бально-накопительной системы обучения. Используются общенаучные методы, эмпирические, праксиметрические, прогностические. Практическое значение исследования заключается в разработке и определении эффективности методик применения современных технологий обучения литературе в ВУЗах. В результате исследования определена сущность мультимедийной (электронной) технологии, нескольких разновидностей интерактивных и проектных технологий преподавания литературоведческих дисциплин обосновано их выбор. Доказано, что эти педагогические технологии обеспечивают качественные результаты обучения.

Ключевые слова: педагогическая технология, технологии дисциплинарного уровня, технологии локального уровня, мультимедийная технология, электронные средства обучения, технология концептуализации учебного курса и блоковой подачи материала, интерактивная технология, проектная технология.

АНОТАЦІЯ

Шарова Тетяна, Зотова Валентина, Копейцева Людмила, Землянська Аліна. Сучасні технології викладання філологічних дисциплін у закладах вищої освіти.

Метою дослідження є обґрунтування й розроблення технологій дисциплінарного та локального рівнів вивчення курсів літературознавчого циклу в умовах модульної бально-накопичувальної системи навчання. У процесі розробки й експериментального втілення інноваційних методик використано загальнонаукові **методи** (методи системного аналізу й синтезу стану викладання філологічних дисциплін у закладах вищої освіти); емпіричні, праксиметричні (метод інтерпретації педагогічної та методичної літератури, метод узагальнення передового педагогічного досвіду); прогностичні (моделювання методичних проєктів). Вони дали можливість обґрунтувати основні напрями та шляхи впровадження модернізаційних і модифікаційних літературознавчих курсів і сучасних педагогічних технологій у ЗВО. **Практичне значення** дослідження полягає в розробленні й визначенні ефективності методик застосування сучасних технологій навчання літератури в закладах вищої освіти. **У результаті дослідження** визначено сутність мультимедійної (електронної) технології, технології концептуалізації навчального курсу та блокової подачі матеріалу, кількох різновидів інтерактивних і проєктних технологій викладання літературознавчих дисциплін, обґрунтовано їх вибір; відповідно сплановано й реалізовано навчальні курси; безпосередньо в освітньому процесі доведено ефективність обраних технолого-методичних систем. Зроблено **висновок**, що представлені в статті педагогічні технології є такими, що забезпечують якісні результати опанування літературознавчих курсів у ЗВО. Вибір технологій визначається метою навчання, умовами конкретного закладу освіти, особистістю викладача, рівнем підготовленості й літературним розвитком студентів. Запорука ефективності розглянутих технологій – у постійному процесуальному дотриманні передбачених ними прийомів, дій і операцій, визначених технологічними картами, в особливому мікрокліматі занять, основними складниками якого є взаємна доброзичливість і оптимізм. **Перспективними** є

подальші дослідження форм, методів і прийомів підвищення рівня інноваційних компетентностей майбутніх учителів-словесників, кореляції теоретичних напрацювань із практикою впровадження сучасних технологій.

Ключові слова: педагогічна технологія, технології дисциплінарного рівня, технології локального рівня, мультимедійна технологія, електронні засоби навчання, технологія концептуалізації навчального курсу та блокової подачі матеріалу, інтерактивна технологія, проєктна технологія.