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**LEXICAL AND FOLK KNOWLEDGE COMPETENCE AS A COMPONENT OF FUTURE
PRIMARY SCHOOL TEACHERS' PROFESSIONAL SPEECH**

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Abstract

The article highlights the features of lexical and folk knowledge competence as a component of future primary school teachers' professional speech. The aim of the study is to determine the state of primary school teachers' lexical and folk knowledge competence formation. It was developed a diagnostic methodology and criteria for the formation of lexical and folk knowledge competence of the future primary school teacher. The criteria of the pointed competence are: cognitive, reproductive and reflexive evaluation. Each criterion includes a group of qualitative indicators that reveal the content and characterize the students' achievements in a particular type of activity. On this foundation, the methodological tools were developed, run psychological and pedagogical diagnostics of the formation of this professional quality of future primary school teachers. This allowed us to classify them quantitatively by high, sufficient, average and low levels of formation with specific characteristics of qualitative measurements, which opens up the prospects for developing appropriate effective measures in order to improve the quality of future teachers' professional training.

Keywords

Competence – Lexical and folk knowledge competence – Professional speech – Future teachers
Primary school

Lexical and folk knowledge competence as a component of future primary school teachers' professional speech pág. 368

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Introduction

In the process of Ukrainian educational system modernization, in particular, its primary level; the content, forms and methods of future primary school teachers' training are improving, and actual educational technologies are developing and testing.

The relevance of the study is determined by the state documents (laws of Ukraine «On Education», «On General Secondary Education», «On Higher Education», Strategy of Education Development in Ukraine for 2012-2021, State National Program «Education» (Ukraine XXI Century), State Standard of Elementary General Education, Concept of Language Education in Ukraine, Concept of the State Language Teaching in Ukrainian Schools, Concept of Pedagogical Education Development, Conceptual Principles of Ukrainian Pedagogical Education Development and its Integration into the European Educational Space), by the tasks of Ukrainian national-cultural revival.

Among them, the education of person who understands the belonging to the Ukrainian nation, modern European civilization, orients in the realities and prospects of socio-cultural dynamics, prepared for living and working in the world that changes; who understands the preservation and enrichment of Ukrainian cultural and historical traditions; upbringing the honourable attitude to national shrines, Ukrainian language; education of the person with democratic worldview that follows civil rights and freedoms, has respectful attitude to traditions, culture, religion and language of the peoples of the world.

In Strategy of Education Development in Ukraine for 2012-2021 is defined, that education modernization is aimed to reflect the upbringing in the national education system, the widespread using of folk pedagogy and culture, and the achievements of national education.

In the Concept of Teaching the State Language in Ukrainian Schools, the folk component is considered as one of the elements from the content of teaching the native language, which should be integrated by its content and to contain the most important information from folk studies, related with the history, customs and life of the Ukrainian people.

Article purpose is to determine the state of primary school teachers' lexical and folk knowledge competence formation. Objectives of the study are to reveal the criteria and indicators of lexical and folk knowledge competence as a component of future primary school teachers' professional speech.

The methodology of research and main results

In the scientific field¹ the issue of lexical and folk knowledge competence as a component of future primary school teachers' professional speech is represented by the following aspects: the study of issues of students' professional and pedagogical activity; folk speech students' preparation; future teachers' of primary school ethnolinguistic training.

¹ N. Yemelianova, The Preparation of Future Preschool Teachers to Ethnological Vocabulary Studying by Senior Preschoolers': author's abstract (Odessa: K. D. Ushynskiy South-Ukrainian State Pedagogical University, 2003) y V. Sapiha, Ukrainian Folk Holidays and Customs (Kyiv: 1993).

The problem of speech skills' building on the basis of folk studies has been studied by scientists from different positions. They are: the role of folk pedagogy in the process of personality formation² etnopedagogical basis of native language teaching³ differentiation of the national and cultural component of the language as the basis of speech formation⁴, practical using of the didactic folk system in the process of speech skills and abilities building⁵ personality's spiritual formation as a component of its speech development⁶, the influence of people's cognitive and psychological factors on the language personality formation.

The researches of folk vocabulary are represented in the works of the following scientists: N. Holub⁷, L. Lukianyuk⁸ and others. The pointed scientists prove that with the help of folk vocabulary, a person becomes more familiar to the history of its people, spirituality, and discovers the genetic code of nation.

In spite of a wide range of issues, the issue of lexical and folk knowledge competence as a component of future primary school teachers' professional speech remains still open.

In general, students receive the unsystematic knowledge in vocational subjects, do not use in their own speech the folk vocabulary, and do not adhere to Ukrainian customs and traditions. In this situation, there is a need to implement the ethnolinguodidactical basis of training into the pedagogical process of HEI (higher educational institutions), based on the achievements of ethnopedagogy, ethnopsychology, ethnosociology, ethnography, folklore, etc.

Within the framework of a certain approach, the level of lexical and folk knowledge competence of specialists in the specified field of activity should be characterized by a set of certain parameters. These are the developed criteria and indicators.

Involvement of future teachers in lexical and folk knowledge competence as a component of professional speech is possible if they have the necessary skills and objective professional readiness to professional activity.

² H. Vashchenko. The Educational Ideal (Brussel: Publication of the Central Directorate of the Union of Ukrainian Youth "Vendor Notes", 1976) y R. Sirko, "The Concept of Readiness for Professional Activity at the Present Stage of Psychological Science Development". Problems of Modern Psychology, 13 (2011): 415 – 425.

³ A. Bohush, Ukrainian Ethnography in Preschool Educational Institution (Kyiv: 2002); N. Lutsan, Methodology of Senior Preschoolers' Speech Development with Using of the Tests of Ukrainian Folk Games: Author's abstract (Odessa: 1995) y M. Stelmakhovych, Practical Using of the Ideas of Ukrainian Ethno-pedagogy in the Work of the Teacher of Primary School. Ways of Development of Creative Abilities of Junior Schoolchildren: Collection of articles (Ivano-Frankivsk: 1995).

⁴ O. Maslo, National and Cultural Component in the Vocabulary of Ukrainian Folk Tales (Kharkiv: Author's abstract, 1998) y O. Khrushch-Ripska, Psychological Principles of Students' Readiness for Future Professional Activity Formation (Kyiv: 1999).

⁵ L. Lukianyuk, Formation of Linguistic Competence of Junior Pupil in the Conditions of the Western Region (Rivne: 2010) y K. Ushynskiy, Pedagogical Essay (Kyiv: Pedagogics, 1989).

⁶ H. Vashchenko, The Educational Ideal (Brussel: Publication of the Central Directorate of the Union of Ukrainian Youth "Vendor Notes", 1976).

⁷ Enrichment of Pupils' 5-7 Classes Speech by Ukrainian Language. Kyiv.

⁸ L. Lukianyuk, Formation of Linguistic Competence of Junior Pupil in the Conditions of the Western Region (Rivne: 2010).

The evaluation criteria are the future teachers' familiarizing with folk vocabulary, small genres of Ukrainian folklore (cognitive component), the ability to make summaries of lessons with exercises and tasks that contain folk vocabulary (reproductive component), ability to assess and monitor the results of own speech activity with ethnology direction (reflexive evaluation component).

The study covered 60 students, specialization Primary Education. All respondents were divided into two groups: experimental (EG) and control (KG).

Professional competence was highlighted by a set of experimental methods selected for each component of readiness.

In order to evaluate the state of competence as a component of future primary school teacher's professional speech, a number of criteria and indicators were defined. Here are the next ones: cognitive, reproductive and reflexive evaluation.

Each criterion includes a group of qualitative indicators that reveal the content and characterize the students' achievements in the type of their activity.

The described criteria form the basis for the development of appropriate methodological tools that highlight lexical and folk knowledge competence as a component of future primary school teachers' professional speech. We mean the teachers' of Primary Education specialization, which have mastered the disciplines of professional training and passed the pedagogical practice in primary school.

The first series of diagnostic procedures concerned indicators of the cognitive criterion.

Criteria: cognitive

Indicator: future teachers' awareness with folk vocabulary.

The task. The "Thematic folk words."

Purpose is to identify the students' awareness with folk vocabulary in accordance with the proposed thematic groups.

Form of execution: individual, written.

Material: individual cards with tasks

Vocabulary: bandura, basolia, kobza, sopilka, violin, sopilka, trembita, etc.; hlek, kumanets, makitra, dzban, dizha, kivsh, etc.; hopak, hutsulka, kozachok, kolomyika, podolianochka, etc.; banush, borshch, yushka, varenyky, halushky, deruny, kapusniak, etc.; dzyzhchalky, torokhtilka, triskachky, furkalo, svyshchyk, etc.; honcharstvo, carpet weaving, blacksmithing, weaving, painting Easter eggs, etc.

The procedure of execution. Students were given individual cards with questions, the answers to which they had to write down on their own.

Proposed question:

1. What Ukrainian folk musical instruments are known to you?
2. What are the main types of pottery do you know?
3. Please, name the types of folk dances.
4. List the main Ukrainian national dishes.
5. What names of Ukrainian folk toys are known to you?
6. What are the main handicrafts of Ukrainians?

Assessment. The students' answers were evaluated in this way: 4 points (high level) – the student wrote at least five words in each question (total number of folk words was no less than 30); 3 points (sufficient level) – total amount of student's folk words ranged from 21 to 29 (about 4-5 words for each question); 2 points (average) – student knows 20-12 folk words according to the questions (approximately 2-3 words on each question); 1 point (low) student recorded no more than 11 words in total.

Indicator: students' awareness with small genres of Ukrainian folklore.

The task. The "Christian holidays".

Purpose is to find out students' awareness as for small genres of Ukrainian folklore (Ukrainian folk sayings, proverbs, tongue twisters, riddles etc.), the content of which contains folklore words, which connected with the theme of Christian holidays.

Form of execution: individual, written.

Material: blank sheets of paper for the task.

The procedure of execution. First, students were asked what Christian holidays do they know, what traditions and rituals they are accompanied by. After that, was offered the task: «For each proposed Christian holiday (Christmas, Easter, Candlemas, Trinity, Annunciation, Holy evening), remember and write down Ukrainian folk sayings, proverbs, tongue twisters, riddles with folk words.

Assessment. The number of recorded expressions for each holiday was estimated. Thus, the high level was matched by the work of students, in which at least five expressions were recorded to each Christian holiday. The total number of expressions of a student at this level was not less than 30.

The answers of students with answers containing from 21 to 29 expressions corresponded to a sufficient level.

The average level was assigned to future teachers, whose responses contained from 12 to 20 expressions.

The low level of the student indicated the presence of no more than 11 expressions.

The second series of diagnostic procedures is aimed at identifying indicators of the reproductive criterion.

Criteria: reproductive

Indicator: the ability to make notes of lessons with exercises and tasks that contain folk vocabulary, develop scenarios for national holidays.

The task. "Make a summary of the lesson"

Purpose is to find out the ability of future primary school teachers to make a summary of a combined lesson containing folk-language vocabulary.

Form of execution: individual, written.

Material: individual cards with folk words.

Vocabulary: batih, vereteno, vyla, viz, didukh, millstone, kokyska, koromyslo, kotsiuba, kocherha, lava, lizhnyk, mikh, nalavnyky, obrus, nochvy, pereveslo, yarn, resheto, rushnyk, skrynia, sokha, tsip etc.

The procedure of execution. The essence of the task was that the students had to develop a summary of the combined lesson using the folk vocabulary for the designation of household items of the Ukrainian people. A list of folk words was presented to students.

Assessment. The student's ability to build a lesson summary independently was evaluated, taking into account general pedagogical, didactic, psychological, and hygienic requirements; gradual learning of new words. So, if student worked independently and took into account all the listed requirements, making a summary, he was assigned to a high level. If student, performing the task, sometimes needed the help, he was on the sufficient level. The average level indicated that the student often asked for help or needed the methodological literature. Students who were enrolled to a low level were not able to complete the task at all.

The third series of diagnostic procedures is aimed at identifying indicators of reflexive evaluation criterion.

Criteria: reflexive evaluation

Indicator: ability to evaluate and control the results of own educational and speech activities with folk direction.

Task "Check yourself".

Purpose is to determine the level of students' ability to evaluate and control their own speech activity.

Form of execution: individual, written.

Material: dictionaries by Vitalii Zhaivoronok "Signs of Ukrainian ethnic culture".

Vocabulary: holosinnia, kozachok, dzhura, klunia, kuntush, motovylo, pelenchatko, yevshan-zillia, bezsmertnyk, barylo, horunzhyi, baidak, korohva, kurinnyi, zgarda.

The procedure of execution. Students had to reveal the lexical meaning of given words, then compare their own definitions with the definitions presented in the dictionary, and set a score for themselves. Each correctly revealed meaning of the word was evaluated in two points.

Assessment. The correct definition of all 15 words (30 points) indicated a high level. If student scored 29-21 points, it meant that he belonged to a sufficient level. Accordingly, 20-12 points is the average level of the student's training, 11-1 is the low level.

Task. "Self-assessment scale".

The purpose is to find out the students' ability to evaluate own awareness of folk words on a ten-point scale.

Form of execution: individual, written.

Material: individual cards with a self-assessment scale.

Vocabulary vikonnytsia, klunia, kolyba, komora, mysnyk, oslin, mlyn, perelaz, pidpichchia, pich, haidamaka, herts, bunchuk, kleinody, kurinnyi, sotnyk, horunzhyi, chumak, bairak, kurin, batih, vereteno, vyla, viz, zhorno, kolyska, koromyslo, kocherha, lava, motovylo.

The procedure of execution. Each student received a blank for self-assessment It was suggested to give yourself from 1 to 10 points for the corresponding knowledge of 1 to 10 words of each thematic group.

Assessment. 30 points – high level, 29-21 – sufficient level, 20-12 – average level, 0-11– low level.

Task. "Sheet of self-control"

The purpose is to find out the future teachers' ability to check and evaluate their knowledge of the folk vocabulary independently.

Form of execution: individual, written.

Material: the form of the test.

Vocabulary: vereteno, kotsiuba, nalavnyky, riadno, tsip, batih.

The procedure of execution. Students received the test forms with variants of answers.

1. Vereteno is a) vehicle for movement; b) tools for spinning; c) means for cargo transferring.

2. Kotsiuba is a) old hand mill; b) board on risers, for sitting; c) tool for mixing fuel in the pich.

3. Nalavnyky is a) long narrow carpets with ornament; b) dishes that are on the benches; c) twisted straw tourniquet.

4. Riadno is a) an antique sheet; b) tools for plowing the soil; c) tool for threshing.

5. Tship is a) tools for plowing the soil; b) tool for threshing; c) a structure for grain grinding.

6. Batih is a) the strap that drives animals; b) drawstring for walking the dog; c) type of bread and bakery products.

After the students did the task, they received answer forms: 1-b; 2-b; 3-a; 4-a; 5-b; 6-a. Each student had to check the answers and evaluate themselves.

Assessment. Each correct answer was rated by 5 points. So, 30 points is a high level, 29-21 is a sufficient level, 20-12 is an average level, 0-11 is a low level

The results of the study. These indicators served as the basis for determining the levels of lexical and folk knowledge competence as a component of the future primary school teachers' professional speech – high, sufficient, average, low.

High level (30 points). Student knows the folk vocabulary; familiar with small genres of Ukrainian folklore; is able to make notes of lessons independently with exercises (tasks) containing folk vocabulary; is able to evaluate and control own speech activity; correctly and appropriately use folk vocabulary in speech during communication with others.

Sufficient level (29-21 points). Student knows the folk vocabulary; familiar with small genres of Ukrainian folklore; is able to make notes of lessons independently with exercises (tasks) containing folk vocabulary; is able to evaluate and control own speech activity, however, he does not always correct and appropriate use folk vocabulary in speech in the communicating with others.

Average level (20-12 points). Student knows the folk vocabulary; familiar with small genres of Ukrainian folklore; is able to make notes of lessons independently with exercises (tasks) containing folk vocabulary; is able to evaluate and control own speech activity, however, often makes the mistakes, using the folk vocabulary.

Low level (11-1 points). Student not enough knows folk vocabulary; not enough knows the small genres of the Ukrainian folklore; not able to write the note of the lesson with exercises and problems that contain folk vocabulary; not able to assess and control its own speech activity, correctly to use folk vocabulary interacting with others.

We present the level of lexical and folk knowledge competence as a component of the future primary school teachers' professional speech according to certain criteria in the Table One

Levels	Groups	Criteria (x)			X
		C 1	C 2	C 3	
High level	EG	10,6	2	8,3	6,97
	KG	10,5	1,7	7,7	6,63
Sufficient level	EG	12,5	7,7	20,7	13,3
	KG	12	7	18	12,3
Average level	EG	36,9	13	39,7	29,7
	KG	40	14	41,3	31,7
Low level	EG	40	77,3	31,3	49,3
	KG	37,5	77,3	33	49,7

C 1 – cognitive criterion;
 C 2 – reproductive criterion;
 C 3 – reflexive evaluation;
 X – arithmetical mean

Table 1

The levels of lexical and folk knowledge competence as a component of the future primary school teachers' professional speech

Thus, the results of the ascertaining stage of the experiment indicate an insufficient level of lexical and folk knowledge competence as a component of the future primary school teachers' professional speech, which proves the need to improve the training of specialists on this issue.

Conclusions

At the last stage of the experiment, the criteria (cognitive, reproductive, reflexive evaluation) and indicators of lexical and folk knowledge competence as a component of the future primary school teachers' professional speech were determined.

Qualitative measurements of high, sufficient, average, and low levels of lexical and folk knowledge competence as a component of the primary school teachers' professional speech are characterized.

By the author of the article was developed the author's methodology, which determines the level of lexical and folk knowledge competence as a component of the future primary school teachers' professional speech. According to the results of the students' tasks, it was found out that they were ready for lexical and folk knowledge competence as a component of the future primary school teacher's professional speech.

Further research will be aimed at developing an effective methodology for improving the level of lexical and folk knowledge competence as a component of the future primary school teacher's professional speech in the process of professional training in higher education institutions, in particular: the development of basic psychological and pedagogical disciplines by introducing new modules, topics, questions, the introduction of author's specialized study courses, guidelines, programs, and trainings, aimed at the formation of lexical and folk knowledge competence as a component of the future primary school teachers' professional speech.

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