

UDC 378.1

Nataliia Mukan

Lviv Polytechnic National University

ORCID ID 0000-0003-4396-3408

Mariia Zapotichna

Lviv Polytechnic National University

ORCID ID 0000-0002-1504-9136

DOI 10.24139/2312-5993/2021.04/179-190

SCIENTIFIC PAPER: COPMOSITION FEATURES

The article is devoted to the problem of scientific paper composition. It presents the results of the analysis of scientific literature, which highlights some aspects of composing a scientific paper, which serves as a means of presenting the results of scientific research, their dissemination and discussion. The article aims to summarize the results of scientific research devoted to highlighting various aspects of the scientific paper composition and to outline the peculiarities of its composition, which will undoubtedly be useful for future Doctor of Philosophy in mastering the methodology of research results processing and publishing. The article highlights the used research methods. The specifics of choosing a scientific research topic, plan and stages development of the main steps of further work on it are justified. The definition of the concept of "scientific text" is given, the three-component model of the scientific paper which consists of such key metatext elements as introduction, discussion and conclusion, is characterized. The rhetorical triad of a scientific paper is presented as a system based on three key concepts. Conclusions and prospects for further research are presented.

Key words: *scientific text, scientific paper, composition, three-component model of a scientific text, rhetorical triad of a scientific text, introduction, discussion, conclusions.*

Introduction. In the context of training Doctor of Philosophy, special attention of theorists and practitioners is paid to the development of academic literacy. After all, today it is not enough just to master research competencies that allow you to competently organize and perform research. The scientist's ability to present the results of his/her own research in the form of scientific publications, reports and presentations during conferences, symposia, research projects, etc. is of great significance. This dissemination of research results contributes to their wide discussion, obtaining expert feedback, which undoubtedly serves a basis for identifying positive and negative aspects, forming appropriate conclusions and forecasting further activities. However, it is important to understand that in addition to the results presentation of his/her own research, a young scientist uses the achievements of a modern science, which are also presented in the form of scientific publications, presentations, reports, monographs, etc. We agree with the statement that the main task of scientific paper is "to systematize the knowledge, to know the world, to serve to inform about the research results, prove the theories, to justify hypotheses, classifications, to explain phenomena, to present the material, to present the scientific data to society" (Ishchenko & Lipinska, 2013,

p. 33). Therefore, their correct presentation is important both for each scientist individually and the scientific community as well as for the further development of science and innovation in general.

Analysis of relevant research. Today, the problems of academic literacy development in the context of Doctor of Philosophy training are the subject of scientific discussions. Thus, Sysoieva & Regeilo (2016) study the content of Doctor of Philosophy training in the field of Education at US universities; Korotkina (2018), Revutska (2018), Khusanov et al. (2016) study the theory and practice of academic writing teaching; Pshenychna et al. (2008) analyze the scientific text as a source of new knowledge. Both teachers and linguists dedicate their research to highlighting the scientific text specifics, using a variety of research approaches (Ishchenko & Lipinska, 2013; Onufriienko, 2012; Polianychko, 2018; Selihey, 2015; Semenoh & Fast, 2015), etc.

The aim of the article is to present the results of the study devoted to summarizing the scientific research results, highlighting various aspects of scientific paper composition and featuring the peculiarities of its composition, which will undoubtedly be useful for the future Doctors of Philosophy in mastering the methodology of research results processing and publishing.

Research methods. In order to study the peculiarities of scientific paper composition, the authors used the following research methods: analysis and synthesis in order to study the source base of the research and to highlight the common and different in them; comparison and contrasting – to form conclusions about the peculiarities of study of the research problem carried out by teachers, linguists, philosophers, etc., systematization and generalization in order to formulate conclusions based on the researched scientific literature.

Results. In the scientific literature there are different definitions of scientific text. Thus, Onufriienko (2012) defines this concept “as the highest communicative unit within scientific discourse, as a verbal, holistic, structured, cognitive and communicative formation characterized by structural and semantic, compositional and stylistic as well as functional unity and a set of constant text categories” (p. 336). Pshenychna, Shevchenko and Syshkina (2008) emphasize that the main characteristics of scientific texts include the property “to produce and nominate new knowledge on the basis of already known one” (p. 6).

As evidenced by the results of scientific literature analysis, the reflection of our own research experience, while choosing the direction of research work one should consider the relevance of the chosen topic from both a practical and theoretical perspective. It is important that the topic be feasible, as well as promising for further work in this direction in the scientific community. It is

necessary to provide the author with appropriate primary materials. Of course, the topic should be interesting for the researcher who stimulates the research initiative. It is necessary to outline the plan and stages of the main steps of the further work on the topic. For their implementation it is necessary to provide: justification of the topic, choice of the object and determination of the research purpose, selection and analysis of scientific literature on the chosen topic; hypothesis development; plan and structure design of work, design of the program and research methods; creation of the personal base of research material, carrying out of research experiment in laboratories, on research expeditions; creation of the personal experimental base; conducting research and summarizing its results, formulating conclusions; formatting a research work; reviewing the work, defense of the obtained results.

First, writing a research paper requires a clear idea of the level of development of the research topic in science. Therefore, it is necessary to get acquainted with the basic literature regarding the chosen subject. The combined use of different types of sources enhances the reliability of the obtained results, but it is very important to choose the sources which exactly correspond to the set tasks and correspond to the topic of the research work.

The text is the basic unit of communication. The main features of the text are its integrity, that is not only its coherence, but also completeness (in general), completeness of the communicative intent, modality, the presence of evaluation and self-evaluation, "point of view" (Husanov et al., 2016, p. 45). According to scientists Semenoh and Fast (2015), the text is a complete communicative formation, content, structural and grammatical integrity, which is objectified in oral or written form, characterized by its completeness, coherence, different types of lexical, grammar, logical, stylistic relation and has some pragmatic guidance. The scientific text is defined by the authors as an integral communicative block that has a clear, logical structure, a specific framework with internally complete parts (chapters, subchapters, paragraphs, points, subparagraphs), full of relevant terminology (Semenoh, & Fast, 2015). A scientific text is a summarized coherent text prepared in accordance with the requirements of the scientific style, and its content is expressed by the means of special scientific terminology and linguistic means. A scientific text can be created based on preliminary processing of the source base, collecting of material, conducting research, analyzing and considering of data, facts, ideas, theses, etc.

One of the basic concepts of the Anglo-American tradition of academic writing is accessibility, that is "intelligibility" of an academic or scientific text to

members of the professional community. Its provision involves compliance with the principle of organization of the academic text at the macro and micro levels in accordance with the technologies used in the international academic environment; composition of an academic text that meets the goals of scientific communication and publicity requirements. At the macro level, such a composition should correspond to the generally accepted three-component model and the principle of the text unity. The organization at the micro level covers the logical structure of the paragraph, clarity of syntax, use of appropriate vocabulary and stylistic features and the absence of spelling and punctuation errors. "Scientific discourse is realized as a logical sequence of linguistic actions, that is justifying the topic, making a hypothesis, introducing the explicitness of term and concept, presenting facts and arguments, formulating conclusions, etc." (Polianychko, 2018, p. 34). We agree with Selihey (2015) that the composition of scientific paper "unites parts of the text, resulting in significant logical and semantic connections that permeate its entire fabric" (p. 54).

Korotkina (2011) analyzes the three-component model of an academic or scientific text that consists of such key metatextual components as introduction, discussion, and conclusion. This model is called a sandwich technology or hamburger model. In its structure, the introduction and conclusions are symmetrical components "above and below", between which is the main part – discussion. Metatextual components have a common internal logical order – "skeleton", which is increased by additional textual components depending on the disciplinary specifics. However, it is evident, that the "bun" of the presented hamburger is perceived as an introduction and conclusions that support the entire text. Thanks to them, the text is arranged according to a certain framework structure of the scientific paper. It is important to remember that this is a certain way of organizing the content of a scientific paper.

The author further notes that the main content of the hamburger is a cutlet, in our case, the main part of the scientific paper, which reflects the author's ideas. However, in addition to the cutlet, the hamburger also includes other additives that complement or emphasize the taste, and in general form the specific taste of the hamburger. In a scientific text, it is the support of author's ideas, which contributes to a better perception of scientist's ideas by the reader (Korotkina, 2011).

This hamburger-model of a scientific paper testifies to the interrelation between the three components: the introduction presents the logic of the development of author's ideas, in the main part their presentation is realized and in the conclusions the author presents to the reader the conclusions from

these ideas. Thus, in the introduction, main part and conclusions the ideas will be presented in the same order. For example, if there are three ideas, then in the introduction they can be listed as three problems in a certain logical order (for example, priority), then these three problems will be examined and solved in the same sequence in the main part of the text and finally summarized and presented in the form of three conclusions as interrelated – the first, the second and the third.

We will describe in more detail each of the component of the scientific text.

The introduction should clearly identify the problem, research questions, methods of solution and the main thesis. During the problem formulation, its relevance and lack of existing knowledge in its field must be indicated (lack of research, or a limited approach to its study presented in the scientific literature). In other words, the author justifies the expediency of writing the text, explains what prompted him to study the problem, as well as why its solution is significant for the professional community. The author formulates research questions on the basis of which the main thesis is built – the main author's idea which he discusses in the scientific paper is expressed explicitly, clearly and concisely. "An introduction in the format of a paragraph consists of two parts: several general statements that intrigue and attract the reader's attention and a thesis statement in which the idea of the text is presented. The thesis statement plays the same role in the introduction as the first sentence in the paragraph: it states the topic and forms the reader's opinion of the general idea of the text content..." (Khusanov et al., 2016, p. 52). That is, the author introduces the topic, gives a brief description of its context, justifies its relevance and significance. It is necessary to single out the problem or contradictions, lack of knowledge about the subject of research and submit the topic formulation. The introduction indicates the purpose of the study, as well as a brief overview of certain aspects or structure of the scientific text (Khusanov et al., 2016, p. 52).

Thus, the introduction intrigues the reader and informs him of the main topic that will be discussed. The introduction performs a range of functions: to get interested the reader, to outline the topic as a whole, to identify the problem, to formulate a thesis, to outline the structure of the text and the aspects that will be studied. And all this should be included in one small paragraph. The introduction is sometimes compared to a funnel, with which the author narrows the discussion to the problem that can be solved within a single scientific paper. That is, the author first interests the reader to look into this "funnel". Then outlines the topic

within which the study is conducted (subject area) and identifies the problem that will be examined in the text. Next, the key idea is formulated, that is the thesis (which implies the procedure for examining the idea) and, finally, an overview of the aspects or stages that the text covers.

The main part or discussion deals in detail with the determined aspects of the problem or research questions in the same order in which they are presented in the introductory part. Their disclosure should provide a consistent argumentation of the main author's thesis. Depending on the subject of the study, arguments can be supported or illustrated by facts, information from official documents, reports on previous studies, and other resources. The opinions of authoritative scientists, statistical data, graphs, photographs, reproductions of paintings, etc. are also used for argumentation. It is clear that the choice of argument depends on the field of scientific knowledge. However, here the author should remember that it is necessary to keep strictly to the main line of reasoning, avoid using extraneous or insignificant information for the problem under study and highlight the concepts that are not directly related to the text. Deviations from the thesis are observed in the works of authors seeking to make the bibliographic list significant or to demonstrate their erudition and broad outlook. However, redundant links and the inclusion of redundant information only spoil the work. Thus, the main part of the text covers several paragraphs, each of which reveals the subtopic of the main topic.

Conclusions are formed on the principle of mirror reflection of the introduction. If in the introduction the author brought to a narrow problem of research, starting with a broad overview of the problem, then in conclusion he presents the material, ranging from a narrow problem to the possibility of applying the results of its solution in a wider area. The conclusion lists the author's answers to each of the research questions or summarizes each aspect of the main thesis. Here it is necessary to follow the same order in which they were set out in the introduction and the main part or discussion. In the end, the author clearly and consistently formulates the main conclusion, which is directly related to the main thesis. The main conclusion is usually made with the prospect for further discussion. This can be a promising expansion or deepening of the topic, involving new sources, applying new approaches and methods, setting new questions, presenting recommendations, forecasting for the future, and so on. Thus, the conclusion on the principle brings the reader beyond the research problem, into a broader context, to the prospects for further research. That is, the conclusion provides an overview of the ideas presented in the main part and highlight the prospects for further scientific research.

We will examine the composition of a scientific text on the example of an essay, which is a type of academic text and is an educational scientific or research text that usually consists of five paragraphs. It is prepared by the author in accordance with sandwich technology: its composition corresponds to the hamburger model. An essay is limited in volume and is usually a small academic text that is used at universities in different countries to form and develop the basic skills and abilities of academic writing.

According to the structure of the academic text, the essay covers three components: introduction (1 paragraph), main part (3 paragraphs), conclusion (1 paragraph). The essay presents three aspects of the main idea in the appropriate order: first, the author presents them in the introduction, reveals their specifics in the main part and makes conclusions about them in the final part (see Fig. 1).

It is important to remember that a similar logic is used to compose a single paragraph: it has a main (introductory) sentence, the development of this aspect of the idea (it is easy to guess that ideally it should be based on three facts) and a final sentence that provides the next paragraph, and accordingly – the examination of the second aspect of the idea or the research problem. The role of the first sentence is important in the paragraph. To formulate the main idea in the first sentence of the paragraph to be followed up further, in the following sentences it is necessary to use the repetition of the same word, phrase and to use appropriate pronouns, etc. Competent division of the text into paragraphs helps to make sense of what is read.

Evidence in scientific communication is one of the forms of reasoning. Scientific evidence is designed as a text with a clear structure (thesis – arguments (inference system) – conclusion) and a system of linguistic means necessary to achieve the truth of the expressed judgment. Theses contain answers to the question “What is proved?”, the arguments implement the goal – to provide theoretical or empirical generalizations, which convince of the truth of the thesis, demonstrate the natural connection of phenomena. Typical linguistic means of evidence include conjunctions and adverbs: if, so, hence, then, therefore, verbs of the 1st person plural to denote logical operations (we will define, we will obtain, we will find), and others.

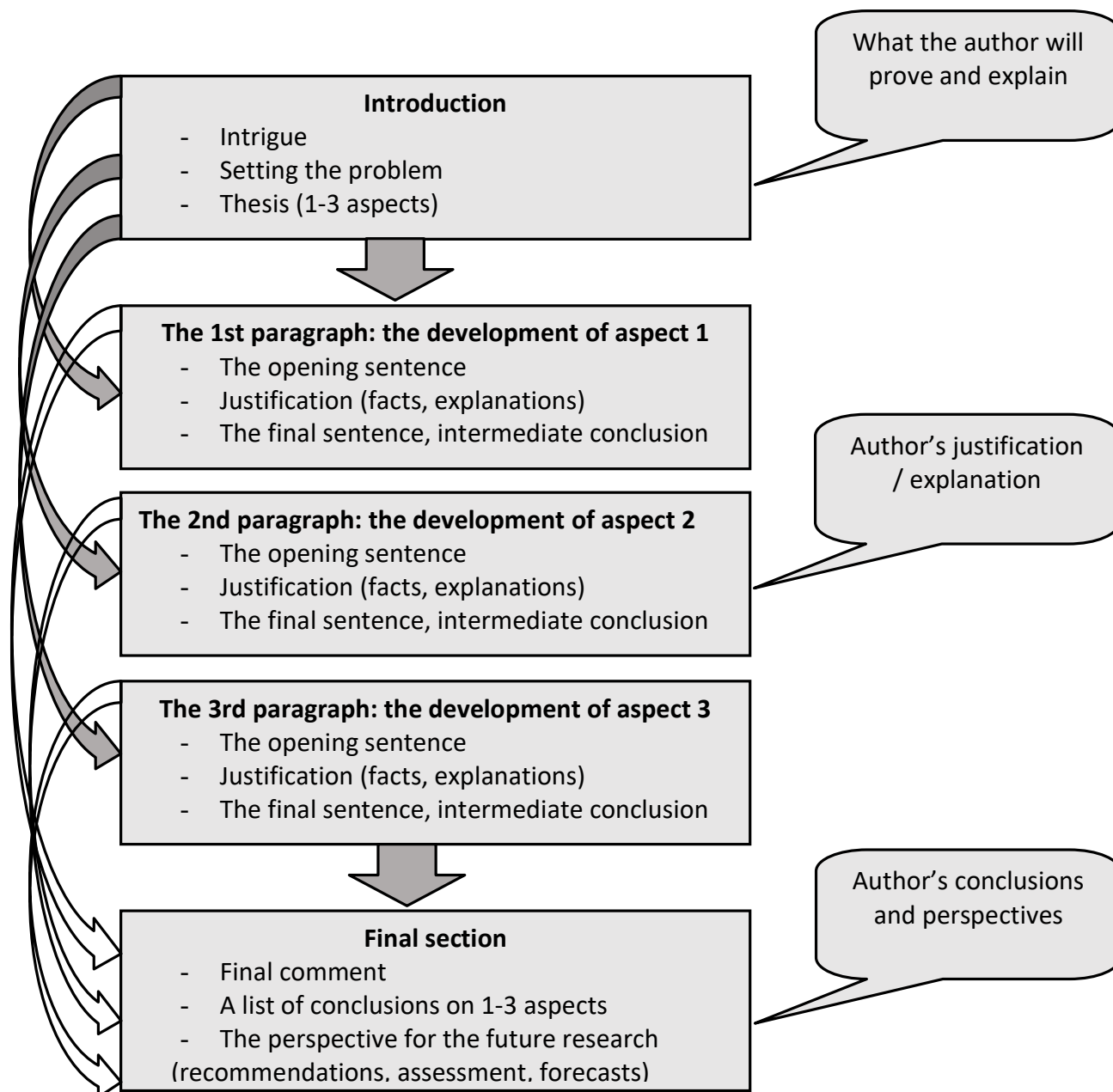


Fig. 1. Logical structure of the essay composition (Korotkina, 2018, p. 230)

The conclusion of the evidence is constructed as a kind of repetition of the thesis and designed with the help of the words: conclusion, result, consequence, parenthetical words (hence, thus), constructions of consequence (found that...; can be easily proved...; this is confirmed by the existence of...; we believe that, such conditions are sufficient for...).

Adherence to such a scheme of structuring an academic or scientific paper ensures its integrity and purposefulness. Short vertical arrows between the components of the model indicate that the ideas expressed in the academic text are formulated by the author on the basis of existing knowledge about the subject, certain ideas, formed personal position, which served to generate new

ideas. These arrows also show the interrelation between the parts of a scientific text, the relation between the objective set by the author and the result – the conclusions he/she made as a result of scientific work.

The rhetorical triad of a scientific text is a system that encompasses the text in all its metalanguage and communication complexity, and is based on three key concepts: focus, organization, and mechanics. The focus of the academic text is based on the principle of correct understanding of the subject. To set the problem correctly, the author must understand its essence, the reason for the need to study it and understand why the potential readers should be interested in the results of the problem solving. In the process of research, the author must follow a simple rule: one text is aimed at solving one problem. The number of aspects of a problem or arguments that support the line of evidence may vary, but they should all be related to the subject under study. Great importance is given to the concept of “text organization”, which is built around the focus and helps to logically put in order and organize the presentation of scientific material. The third is mechanics, that is, all language means: words used, syntax, grammar and partly stylistics. Poor mechanics can ruin even the most organized and smart text. It will be simply unreadable – for example, overloaded with special terminology, cumbersome sentences, terrible phrases. Or, conversely, it will appear to be a set of chopped, primitive phrases and colloquial ones. By the way, linking words or “transition signals” (such as “first”, “on the other hand” or “in contrast”) refer not so much to mechanics as to the organization of the text and, of course, help to keep the focus (Revutska, 2018).

Thus, both the basic model of academic writing and aspects of rhetoric and composition help us to see the text as an indivisible whole and work with it nonlinearly. However, writing is a system, and the system can and should be studied on the basis of analysis of its elements.

Conclusions. So, to sum up, we can assert that the scientific text consists of three parts: introduction, main part (discussion) and conclusion. Its key characteristics are that it contains the author’s idea (author’s vision of the research problem); its content contains knowledge, which highlights key terms and concepts. The scientific text is distinguished by its integrity, which covers the interrelated components, which contribute to the presentation of the content in a logical sequence.

The perspectives for further research include organizational aspects of mastering academic writing by Doctor of Philosophy to obtain the competence to use its potential to publish the research results at the national and international levels.

REFERENCES

- Ищенко, Н. Г., Липінська, В. В. (2013). Лексико-граматичні домінанти наукового тексту. *Вісник Національного технічного університету України «Київський політехнічний інститут»*. Філологія. Педагогіка, 1, 32-42 (Ishchenko, N. G., Lipinska, V. V. (2013). Lexical and grammatical dominants of the scientific text. *Bulletin of National technical university of Ukraine "Kyiv Polytechnic Institute"*. *Philology. Pedagogy*, 1, 32-42).
- Короткіна, І. В. (2018). *Теорія і практика навчання академічному письму в зарубіжних і вітчизняних університетах* (дисс. ... докт. пед. наук: 13.00.01 – загальна педагогіка, історія педагогіки і освіти). Москва, Росія: БГБНУ Інститут стратегії розвитку освіти Російської академії освіти (Korotkina, I. V. (2018). *Theory and practice of teaching academic writing in foreign and domestic universities* (DSc thesis). Moscow, Russia: BGBNU Institute for Education Development Strategy of the Russian Academy of Education).
- Короткіна, І. В. (2011). *Академічне письмо*. Saarbrücken, Deutschland: LAP Lambert Academic Publishing (Korotkina, I. V. (2011). *Academic Letter*. Saarbrücken, Germany: LAP Lambert Academic Publishing).
- Онуфрієнко, Г. С. (2012). Науковий текст у сучасному лінгводидактичному вимірі. *Вісник Запорізького національного університету*. Філологічні науки, 1, 334-339 (Onufriienko, H. S. (2012). Scientific text in the modern linguodidactical dimension. *Philological Sciences*, 1, 334-339).
- Полянничко, Ю. В. (2018). Наукова гуманітарна стаття: структура, композиція, парадигма, архітектоніка. *Культуромовна особистість фахівця у XXI столітті: збірник матеріалів II Міжнародної науково-практичної конференції, Вип. 2*, (с. 34-37). Суми, Україна: Видавництво СумДПУ ім. А. С. Макаренка (Polianichko, Yu. V. (2018). Scientific humanitarian article: structure, composition, paradigm, architectonics. *Cultural and linguistic personality of a specialist in the XXI century: Proceedings of the Second International Scientific and Practical Conference (Vols. 2.)*, (pp. 34-37). Sumy: SumSPU nemaed after A. S. Makarenko).
- Пшенична, Л., Шевченко, В., & Шишкіна, Н. (2008). Термінологічна робота: науковий текст як джерело нових знань. *Проблеми української термінології*, 620, 6-13 (Pshenychna, L., Shevchenko, V., & Shyshkina, N. (2008). Terminological work: scientific text as a source of new knowledge. *Problems of Ukrainian terminology*, 620, 6-13).
- Ревуцька, С. К. (2018). *Курс лекцій з дисципліни «Академічне письмо»*. Кривий Ріг, Україна: Донецький національний університет економіки і торгівлі імені Михайла Туган-Барановського (Revutska, S. K. (2018). *Academic Writing*. Kryvyi Rih: Mykhailo Tuhon-Baranovskyi Donetsk National University of Economics and Trade).
- Селігей, П. О. (2015). Роль композиції у створенні та сприйнятті наукового твору. *Мовознавство*, 2, 54-63 (Seligei, P. O. (2015). Role of composition in the creation and perception of a scientific work. *Linguistics*, 2, 54-63).
- Семенов, О., & Фаст, О. (2015). *Академічне письмо: лінгвокультурологічний підхід*. Суми, Україна: СумДПУ імені А. С. Макаренка (Semenog, O., & Fast, O. (2015). *Academic writing: a linguocultural approach*. Sumy: SumSPU after A. S. Makarenko).
- Сисоєва, С., & Регейло, І. (2016). Зміст підготовки докторів філософії у галузі освіти в університетах США. *Педагогічний процес: теорія і практика*, 2, 86-93 (Sysoieva, S., & Reheilo, I. (2016). The content of training of doctors of philosophy in education sphere in US universities. *Pedagogical process: theory and practice*, 2, 86-93).

Хусанов, Н., Бердиева, М., Диерова, Н., Мирзаева, Э., & Махкамова, Ш. (2016). *Учебно-методический комплекс по дисциплине «Академическое письмо и ораторство»*. Ташкент, Узбекистан: Ташкентский финансовый институт (Khusanov, N., Berdiieva, M., Diierova, N., Mirzaieva, E., & Makhkamova, SH. (2016). *Academic writing and oratory*. Tashkent, Uzbekistan: Tashkentskii finansovyi institut).

РЕЗЮМЕ

Мукан Наталия, Запотична Марія. Научний труд: особливості композиції.

Статья посвящена изложению проблемы построения научного текста. Представлены результаты анализа научной литературы, освещающей отдельные аспекты построения научного текста, который служит средством презентации результатов научных исследований, их распространения и обсуждения. Цель статьи состоит в обобщении результатов научных исследований, посвященных освещению различных аспектов композиции научного текста и выделению особенностей его построения, что, безусловно, пригодится будущим докторам философии при освоении методологии подготовки и опубликования результатов научных исследований. Представлены использованные методы исследования. Обоснована специфика выбора научной темы исследования, разработки плана и этапов основных мероприятий дальнейшей работы над ней. Дано определение понятия «научный текст», что является обобщенным связным текстом, подготовленным в соответствии с требованиями научного стиля, а его содержание выражено средствами специальной научной терминологии и языковых средств. Охарактеризована трехкомпонентная модель научного текста, которая состоит из следующих ключевых метатекстовых элементов (введение, основная часть, выводы). Представлена риторическая триада научного текста как система, охватывающая текст во всей его метаязыковой и речевой сложности, а в ее основу положены три ключевые понятия: фокус, организация и механика. Сформированы выводы и перспективы дальнейших исследований.

Ключевые слова: научный текст, научный труд, композиция, трехкомпонентная модель научного текста, риторическая триада научного текста, введение, основная часть, выводы.

SUMMARY

Мукан Наталія, Запотична Марія. Наукова робота: особливості композиції.

У статті розглядається проблема складання наукової роботи. Наведено результати аналізу наукової літератури, що висвітлює окремі аспекти композиції наукового тексту, що є засобом представлення наукових досліджень, їх поширення та обговорення. Зокрема, наукові роботи висвітлюють зміст підготовки доктора філософії; теорію і практику навчання академічного письма; результати наукового тексту як джерела аналізу нових знань; застосування різних дослідницьких підходів до аналізу специфіки наукового тексту. Метою статті є узагальнення результатів наукових досліджень, які висвітлюють різні аспекти композиції наукової роботи й висвітлюють особливості її побудови, що, безсумнівно, стане в нагоді майбутньому доктору філософії під час оволодіння методологією оприлюднення та поширення результатів дослідження. Висвітлено використані методи дослідження (аналіз і синтез, порівняння та зіставлення, систематизація й узагальнення). Обґрунтовано особливості вибору теми наукового дослідження, розробки плану та етапів основних заходів подальшої роботи над нею. Зміст «наукового тексту» визначається як узагальнений зв'язний текст, підготовлений відповідно до вимог наукового стилю, а його зміст виражається за допомогою спеціальної наукової термінології та мовних засобів. Охарактеризовано трикомпонентну модель наукового тексту, яка складається з таких ключових метатекстуальних елементів:

вступ (автор подає логіку розвитку авторських ідей), обговорення (автор переважно реалізує їх виклад) та висновок (автор представляє читачеві висновки з цих ідей). Риторична тріада наукового тексту представлена як система, що охоплює текст у всій його метамовній і мовленнєвої складності, і базується на трьох ключових поняттях: спрямованості (для правильної постановки проблеми автор повинен зрозуміти її сутність, причину його розгляду і розуміння, чому потенційні читачі мають бути зацікавлені в результатах проблеми), організованість (організація тексту побудована навколо фокусу і допомагає логічно організувати виклад наукового матеріалу) та механіку (використання всіх мовних засобів: слова та терміни, синтаксис, граматики та частково стилістика). Сформульовано висновки та перспективи подальших досліджень.

Ключові слова: науковий текст, композиція наукової роботи, трикомпонентна модель наукового тексту, риторична тріада наукового тексту, вступ, основна частина, висновки.

УДК 378.018.8:373.3.011

Вікторія Поберецька

Барський гуманітарно-педагогічний коледж імені Михайла Грушевського

ORCID ID 0000-0002-9256-4270

DOI 10.24139/2312-5993/2021.04/190-201

УПРОВАДЖЕННЯ В ПЕДАГОГІЧНИХ КОЛЕДЖАХ ПЕДАГОГІЧНИХ УМОВ ТА МОДЕЛІ ПІДГОТОВКИ ВЧИТЕЛІВ ПОЧАТКОВОЇ ОСВІТИ ДО ІНТЕГРОВАНОГО НАВЧАННЯ УЧНІВ

У статті представлено результати впровадження педагогічних умов та моделі підготовки майбутніх учителів початкової освіти в педагогічних коледжах до інтегрованого навчання учнів. Доведено, що реалізація розробленої моделі та визначених педагогічних умов сприяє розвитку мотивації, педагогічного мислення студентів, їхніх здібностей; формуванню системи знань, педагогічних умінь та навичок для здійснення інтегрованого навчання в практичній роботі з учнями, освоєнню методів і прийомів педагогічної діяльності.

Ключові слова: педагогічні умови, модель, педагогічний коледж, майбутні вчителі, підготовка, інтегроване навчання, початкова освіта, експеримент.

Постановка проблеми. Упровадження в початкову освіту великої кількості інтегрованих програм вимагає від вчителя принципово іншого рівня підготовки, що дозволяє йому вільно орієнтуватися в нових умовах, повною мірою використовувати можливості інтегрованого навчання, адаптуватися до педагогічних інновацій і швидко реагувати на сучасні й перспективні процеси соціального та економічного розвитку суспільства. Сучасні умови освіти в педагогічних коледжах не вирішують належною мірою проблеми поетапного навчання майбутніх учителів початкової освіти професійним діям, без чого неможливо сформувати творчо працюючого педагога, готового до реалізації інтегрованого навчання.