

РОЗДІЛ III. ПРОБЛЕМИ ПЕДАГОГІКИ ВИЩОЇ ШКОЛИ

Myroslava Vovk

Ivan Ziazun Institute of Pedagogical Education and

Adult Education of the NAES of Ukraine

ORCID ID 0000-0002-9109-9194

DOI 10.24139/2312-5993/2025.01/111-121

TRENDS IN UPDATING THE CONTENT OF FUTURE TEACHERS' TRAINING IN UKRAINIAN LANGUAGE AND LITERATURE AT HIGHER PEDAGOGICAL EDUCATION INSTITUTIONS

The article summarises the sociocultural mission of the Ukrainian language and literature teacher, who serves as a transmitter of innovative changes implemented in the language and literature field within lower secondary and upper secondary schools, in accordance with the New Ukrainian School Concept, the State Standard for Basic Secondary Education, and the State Standard for Upper Secondary Education. In the context of modern educational reforms in higher pedagogical education, the need to update the content of training for contemporary Ukrainian language and literature teachers becomes increasingly relevant. These teachers are expected to possess a high level of professional competencies, engage in research activities, act as custodians of the nation's linguistic culture, and guide the axiological and cultural development of citizens and the state as a whole. The study highlights key trends in the professional training of future Ukrainian language and literature teachers, including the structuring of course content based on interdisciplinarity, the implementation of a competency-based approach, and the alignment of training content with changes in the language and literature field in both lower and upper secondary education. This involves enriching educational modules and topics within core pedagogical and methodological disciplines with content reflecting the specifics of teaching Ukrainian language and literature according to the new state standards. The article presents the experience of training future Ukrainian language and literature teachers, considering contemporary educational changes.

Key words: Ukrainian language and literature teacher, professional training, state standard for upper secondary education, competencies, New Ukrainian School, educational content.

Relevance of the Research Problem. Amid the ongoing military aggression of the Russian Federation against Ukraine, the teacher assumes a vital sociocultural role, acting as a transmitter of national cultural traditions, professional knowledge, and the values of language, literature, folklore, and history. Through both their professional and personal example, teachers shape students into Ukrainian-speaking individuals with strong civic engagement, national identity, and Ukrainian self-awareness.

Higher pedagogical education in Ukraine now bears the crucial mission of preserving young people's sense of identification with their nation and state, ensuring conscious adherence to national laws and

moral norms embedded in the Ukrainian mindset. This mission includes preparing teachers of a new generation—professionals dedicated to their nation, intolerant of moral and physical violence, and capable of self-development and self-realisation across diverse activities.

In the context of implementing the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) and integrating traditions with innovations in pedagogical education, enhancing the quality of future teachers' professional training at all educational levels has become a pressing issue. Transformational changes are currently underway in teacher training in Ukraine, driven by the nation's European integration trajectory and the state's need for highly qualified, professionally competent educators capable of delivering quality improvements at national, regional, and local levels.

The Ukrainian language and literature teacher fulfils a unique sociocultural mission, serving as a role model of respect for language, culture, history, and the arts through their professional conduct. They play a pivotal role in shaping the values of modern students, who possess diverse talents and opportunities while simultaneously being influenced by «fragmented» culture and the excessive digitalisation of everyday activities, including educational, recreational, and extracurricular pursuits. Therefore, the philology teacher must maximise the potential of the "living word" by employing innovative forms, methods, and tools to nurture students' spiritual, ethical, and aesthetic development. As a bearer of linguistic experience, a transmitter of linguistic traditions, a guide to linguistic and cultural realities, and a promoter of literary values, the philology teacher embodies these roles. Consequently, the need to enhance the content of future educators' professional training based on a competency-oriented approach becomes increasingly relevant. This need is further driven by transformational reforms resulting from qualitative shifts in general secondary education and upper secondary education. These competencies are essential for teachers to implement innovations introduced by the New Ukrainian School Concept and the state standards for primary, lower secondary, and upper secondary education.

Analysis of Previous Research and Publications. The professional training of future Ukrainian language and literature teachers has been the focus of numerous contemporary studies by Ukrainian scholars, including N. Mukan and M. Havryliuk (2024), O. Semenoh and N. Berezhnyi (2024). Many scientific studies explore the modern vectors of reforming philological

teacher training in higher pedagogical education institutions, including the works of R. Dubrovskiy and I. Kominiarska (2022), L. Lukianova, M. Vovk, S. Solomakha, and Yu. Hryshchenko (2023), as well as N. Podlevska, A. Dotsenko, and O. Stadnichenko (2024). Our own research has also presented scientific reflections on improving the professional training of future Ukrainian language and literature teachers (M. Vovk, 2024a; 2024b).

Identification of Previously Unresolved Aspects of the Problem. Despite extensive research, there remains a need to generalise the issue of structuring the content of professional training for Ukrainian language and literature teachers, considering innovations in lower and upper secondary education and reform-driven changes in the language and literature field within upper secondary schools.

Aim of the Study. The aim of the article is to outline trends in updating the content of professional training for future Ukrainian language and literature teachers at higher pedagogical education institutions in the context of educational reforms.

To achieve this aim, the following research methods were employed: content analysis – examining the content of educational programmes and syllabi for future Ukrainian language and literature teachers; study of innovative practices – exploring high-quality educational practices for implementing innovations in teacher training, considering educational reforms; systematization – Identifying trends in updating the content of future teachers' training.

Main Results. The legislative and regulatory framework for teacher training in Ukraine, including Ukrainian language and literature teachers, is shaped by the implementation of key documents approved at both the national and European Union levels. These include the Laws of Ukraine «On Education», «On Higher Education», and «On Ensuring the Functioning of the Ukrainian Language as the State Language» the Concept for the Development of Pedagogical Education in Ukraine, the Standards and Guidelines for Quality Assurance in the European Higher Education Area, the Common European Framework of Reference for Languages, the Professional Standard for General Secondary School Teachers (2024), and the Professional Standard for Higher Education Lecturers (2021).

Since 2019, higher education standards for the philological-pedagogical field have come into force (Higher Education Standard, 2019). These documents establish a competency-based paradigm for teacher training, specifically for Ukrainian language and literature teachers in

higher pedagogical education institutions, integrating both traditional and innovative approaches.

The higher education standards unify the key competencies required of philology teachers, including: «an understanding of the structure of philological science and its theoretical foundations; the ability to analyse dialectal and social variations of the studied language(s) and describe the sociolinguistic context; the ability to use the studied language(s) fluently, flexibly, and effectively in both oral and written forms across various genres and styles; the ability to collect, analyse, systematise, and interpret linguistic, literary, and folkloric data, as well as to interpret and translate texts (depending on the chosen specialisation); the ability to confidently apply specialised terminology to solve professional tasks; and the ability to conduct linguistic, literary, and specialised philological analysis of texts from different styles and genres» (Higher Education Standards of the Ministry of Education and Science of Ukraine). The Higher Education Standard thus defines the directions for developing professional competencies, necessitating the appropriate structuring of professional training content.

An important trend in structuring the content of professional training is its focus on implementing changes in the language and literature field within lower and upper secondary education. The Ukrainian language and literature teacher acts as a transmitter of innovative changes introduced in secondary education institutions, aligning with the reform vectors of lower and upper secondary education based on the New Ukrainian School Concept (2018), the State Standard for Basic Secondary Education (2020), and the State Standard for Upper Secondary Education (2024). In their professional practice, Ukrainian language and literature teachers adhere to the current curricula approved by the Ministry of Education and Science of Ukraine (Curricula for Grades 5–9, 2023). Since the 2022-2023 academic year, the implementation of educational reforms in lower secondary schools has commenced, aiming to ratify the New Ukrainian School Concept from Year 5 onwards. Accordingly, Ukrainian language and literature teachers must be prepared to introduce these changes into school practice in line with the newly developed model curricula for language and literature subjects (Model Curricula for Grades 5-9 of the New Ukrainian School, 2022).

Currently, the reform of upper secondary education is ongoing, reflecting transformational changes aligned with the New Ukrainian

School Concept and the development of the State Standard for Basic Secondary Education. Since 2018, higher pedagogical education institutions have faced the challenge of implementing these changes in the language and literature field within educational and professional programmes for training future Ukrainian language and literature teachers. This challenge has become even more pressing due to the need to prepare future teachers for the introduction of specialised upper secondary education and the enforcement of the State Standard for Upper Secondary Education (2024).

Future Ukrainian language and literature teachers have the opportunity to master specific content aspects of upper secondary education programmes through pedagogical and methodological disciplines within educational and professional bachelor's programmes. These programmes are offered by institutions such as the Mykhailo Drahomanov Ukrainian State University, A.S. Makarenko Sumy State Pedagogical University, Pavlo Tychyna Uman State Pedagogical University, among others. The study of core subjects, including «Methodology of Teaching Ukrainian Language», «Methodology of Teaching Ukrainian Literature», and various elective components, is aimed at developing subject-specific and innovative competencies, as well as fostering lifelong learning skills among future teachers.

At V.G. Korolenko Poltava National Pedagogical University, students acquire knowledge of model curricula and textbooks for teaching Ukrainian language in lower secondary schools during their teaching practice and professional fieldwork. Similarly, at Vasyl Stefanyk Precarpathian National University, students engage with these aspects throughout their teaching practice. At Pavlo Tychyna Uman State Pedagogical University, specialised courses such as «Psychology of Upper Secondary School», «Pedagogy of Upper Secondary School», «Methodology of Teaching Ukrainian Language (Upper Secondary Level)», and «Methodology of Teaching Ukrainian Literature (Upper Secondary Level)» are integrated into the curriculum (Lukianova, Vovk, Solomakha, & Hryshchenko, 2023).

The trend of interdisciplinarity in the training of future Ukrainian language and literature teachers is reflected in the structuring of psychological and pedagogical disciplines within teacher preparation. This approach involves the study of cross-cutting themes in teaching methodologies and technologies relevant to the teaching profession, alongside the psychological aspects of how different categories of learners

perceive educational material. Such integration ensures the systematic development of professional competencies by combining theoretical knowledge with innovative educational practices across various psycho-pedagogical disciplines.

According to S. Sysoieva (2014), an interdisciplinary approach to structuring educational content does not limit knowledge but rather facilitates connections between different fields of study. This approach ensures that learners acquire the necessary and sufficient knowledge for studying an object while maintaining focus on their specific subject within a holistic phenomenon (object of study). Interdisciplinarity addresses the existing contradictions in subject-based learning by bridging fragmented knowledge acquisition with the need for synthesis and integrated application in practice, professional activities, and daily life (p. 6).

Contemporary researchers emphasise that interdisciplinarity is inherent in pedagogical practice, as it fosters the development of competencies that enable educators to transcend traditional educational paradigms. This interdisciplinary approach is particularly relevant across several educational segments: instructional and methodological; scientific and cognitive; organisational and academic; and cultural and worldview-oriented (Slukhenska, Biriuk, & Nazymok, 2024).

In the training of future Ukrainian language and literature teachers, interdisciplinary learning is embedded within psycho-pedagogical courses, such as Information and Digital Technologies in Pedagogy, Pedagogical Innovation, Pedagogical Anthropology, and Educational Management, among others.

The trend of structuring the training content for future Ukrainian language and literature teachers based on competency-oriented approaches. The competency-based approach to training philology teachers gained official recognition in educational practice following the adoption of higher education standards for bachelor's and master's levels in teacher training from 2019 onwards. However, over the past two decades, scholars have devoted considerable attention to the theoretical and practical aspects of developing essential competencies for philology teachers. Research has particularly emphasised the formation of integrative competencies, reflecting an understanding of the multifaceted nature of the professional skills, qualities, and knowledge required for philological specialisation. These competencies primarily include linguistic, literary, ethnocultural, folkloric, research, and cross-cultural

competencies, among others. The findings of scholars and practising educators have provided the foundation for identifying the most critical general and professional competencies, as well as defining the subject-specific outcomes to be developed through the implementation of educational and professional programmes within specific regional higher pedagogical education institutions.

Based on an analysis of educational programmes for training future Ukrainian language and literature teachers across 12 higher pedagogical education institutions in various regions (as of 2024), it was found that the trend of structuring teacher training content on a competency-oriented basis is reflected in the following key features:

- Focus on Developing Professional Competencies: Emphasis is placed on the formation of subject-specific competencies and the implementation of policy provisions that regulate teacher training quality at both national and local levels;
- Diverse Range of Teaching Methodology Courses: The curriculum includes an extensive array of subject-specific teaching methodologies, ensuring a balanced integration of psychological, pedagogical, and practical components;
- Predominance of Psycho-Pedagogical Disciplines: There is a notable emphasis on psychological and pedagogical disciplines compared to methodological ones;
- Development of Elective Educational Components: Programmes are tailored to the future profession and individual educational trajectories of students, allowing for personalisation of learning pathways;
- Incorporation of Inclusive Education and Student Support: The curriculum includes content addressing inclusive education, psychological support, counselling, and anti-bullying strategies;
- Focus on Teaching Skills and Leadership Development: Teacher training is aimed not only at developing teaching skills but also at fostering research, innovation, and leadership competencies.

This comprehensive approach ensures that future Ukrainian language and literature teachers are equipped to meet the challenges of modern education while promoting innovative and inclusive teaching practices.

Conclusions and Prospects for Further Research. In the context of ongoing reforms in higher pedagogical education, the need to update the content of training for modern Ukrainian language and literature teachers has become increasingly urgent. These teachers must possess a high level

of professional competencies, engage in research activities, act as carriers of linguistic and cultural heritage, and shape the axiological and cultural development of both individual citizens and the state as a whole. This calls for a reorientation of priorities in the training of philological educators, emphasising the principles of cultural relevance, innovation, interdisciplinarity in education, and the implementation of personalised learning trajectories in their professional development. It also involves fostering motivation for continuous professional and personal growth within the frameworks of formal, non-formal, and informal education.

Currently, the professional training of future Ukrainian language and literature teachers reflects several key trends: the structuring of disciplines based on interdisciplinarity, the implementation of a competency-based approach, and the alignment of training content with innovations in the language and literature field within both lower and upper secondary education. This alignment necessitates the enrichment of educational modules and topics within core pedagogical and methodological disciplines, ensuring that content reflects the specific features of teaching Ukrainian language and literature according to new state standards.

Challenges in training future Ukrainian language and literature teachers include:

- Updating the content of teacher training programmes to align with changes in lower and upper secondary education;
- Integrating modern technologies, teaching methods, and approaches into subject-specific disciplines in accordance with state standards;
- Expanding the range of elective courses addressing the implementation of model curricula in the language and literature field;
- Providing appropriate educational and methodological support, including the development of calendar-thematic planning.

Prospects for further research involve the development of educational and methodological support for teaching methodological and pedagogical disciplines, reflecting the latest changes in the language and literature field in both lower and upper secondary schools.

REFERENCES

- Вовк, М. П. (2024a). Особливості структурування змісту підготовки майбутніх учителів-філологів у закладах вищої педагогічної освіти. *Неперервна педагогічна освіта XXI століття: збірник матеріалів XXI Міжнародних педагогічно-мистецьких читань пам'яті проф. О. П. Рудницької*, 7 (19), 99-

101. (Vovk, M. P. (2024a). Features of structuring the content of future philology teachers' training in higher pedagogical education institutions. In H. I. Sotska & M. P. Vovk (Eds.), *Continuing pedagogical education of the 21st century: a collection of materials from the 21st International Pedagogical and Artistic Readings in Memory of Prof. O. P. Rudnytska*, 7 (19), 99–101).
- Вовк, М. П. (2024b). Підготовка майбутніх учителів української мови і літератури до викладання у профільній школі: досвід, інновації, виклики. *Профільна середня освіта: виклики і шляхи реалізації*, сс. 186-192. (Vovk, M. P. (2024b). Training future Ukrainian language and literature teachers for upper secondary school: Experience, innovations, challenges. *Specialized secondary education: challenges and ways of implementation* (pp. 186–192).
- Державний стандарт профільної середньої школи* (2023). (*State standard of specialized secondary school* (2023). URL: <https://mon.gov.ua/storage/app/media/gromadske-obgovorennya/2023/10/30/HO-proyekt.Derzhstandartu.profilnoyi.serednoyi.osvity-30.10.2023.pdf>
- Дубровський, Р. О., Комінярська, І. М. (2022). Маркери професійної компетентності учителя української мови і літератури. *Науковий вісник Кременецької обласної гуманітарно-педагогічної академії ім. Тараса Шевченка. Серія: Педагогічні науки*, 14, 99-108 (Dubrovskiy, R. O., & Kominiarska, I. M. (2022). Markers of professional competence of Ukrainian language and literature teachers. *Scientific Bulletin of the Kremenets Regional Humanitarian and Pedagogical Academy named after Taras Shevchenko. Series: Pedagogical Sciences*, 14, 99–108. <http://journals.kogpa.te.ua/index.php/pedagogy/article/view/26/22>
- Концепція Нової української школи* (2020). Режим доступу: <https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/nova-ukrayinska-shkola/derzhavnij-standart-bazovoyi-serednoyi-osviti> (The Concept of the New Ukrainian School. (2020). URL: <https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/nova-ukrayinska-shkola/derzhavnij-standart-bazovoyi-serednoyi-osviti>
- Лук'янова, Л. Б., Вовк, М. П., Соломаха, С. О., Грищенко, Ю. В. (2023). *Практична підготовка майбутніх педагогів у закладах вищої педагогічної освіти: українські реалії і перспективи*. Режим доступу: <https://surl.li/uuoqhv> (Lukianova, L. B., Vovk, M. P., Solomakha, S. O., & Hryshchenko, Yu. V. (2023). *Practical training of future educators in higher pedagogical education institutions: Ukrainian realities and prospects*. URL: <https://surl.li/uuoqhv>
- Модельні навчальні програми для 5-9 класів Нової української школи* (2022). Режим доступу: <https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/navchalni-programi/modelni-navchalni-programi-dlya-5-9-klasiv-novoyi-ukrayinskoyi-shkoli-zaprovdzhuyutsya-poetapno-z-2022-roku> (Model curricula for grades 5–9 of the New Ukrainian School. (2022). URL: <https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/navchalni-programi/modelni-navchalni-programi-dlya-5-9-klasiv-novoyi-ukrayinskoyi-shkoli-zaprovdzhuyutsya-poetapno-z-2022-roku>
- Мукан, Н., Гаврилюк, М. (2024). Підготовка майбутніх учителів української мови і літератури до професійної діяльності у науково-педагогічних наративах. *Академічні візії*, 35. (Mukan, N., & Havryliuk, M. (2024). Preparing future Ukrainian language and literature teachers for professional activities in

- scientific-pedagogical narratives. *Academic visions*, 35. URL: <https://academy-vision.org/index.php/av/article/download/1366/1251/1269>
- Навчальні програми 5-9 класи: Наскрізнi змістові лінії (2023). Режим доступу: <https://imzo.gov.ua/osvita/zagalno-serednya-osvita-2/navchalni-prohramy-5-9-klassy-naskrizni-zmistovi-liniji/> (*Curricula for grades 5–9: Cross-cutting content lines*. (2023). URL: <https://imzo.gov.ua/osvita/zagalno-serednya-osvita-2/navchalni-prohramy-5-9-klassy-naskrizni-zmistovi-liniji/>
- Подлевська, Н. В., Доценко, А. О., Стадніченко, О. О. (2024). Підготовка майбутніх учителів української мови до роботи в інклюзивному середовищі. *Zenodo*. <https://doi.org/10.5281/zenodo.13789519> (Podlevska, N. V., Dotsenko, A. O., & Stadnichenko, O. O. (2024). Preparing future Ukrainian language teachers for work in inclusive environments. *Zenodo*. <https://doi.org/10.5281/zenodo.13789519>).
- Семенов, О., Бережний, Н. (2024). Підготовка майбутніх учителів української мови і літератури до формування в учнів НУШ культури роботи з есе. *Слобожанський науковий вiсник. Серія: Філологія*, 6, 73-80 (Semenoh, O., & Berezhnyi, N. (2024). Training future Ukrainian language and literature teachers to cultivate essay-writing skills in NUS students. *Slobozhansky Scientific Bulletin. Series: Philology*, 6, 73–80. <https://doi.org/10.32782/philspu/2024.6.11>
- Сисоєва, С. О. (2014). *Методологія міждисциплінарних досліджень у сфері освіти: Робоча навчальна програма для спеціальності 8.18010020 «Управління навчальним закладом» (освітньо-кваліфікаційний рівень «магістр»)*. Київ: Київський університет імені Бориса Грінченка (Sysoieva, S. O. (2014). *Methodology of interdisciplinary research in education: Working curriculum for the specialty 8.18010020 «Educational Institution Management» (master's qualification level)*. Kyiv: Borys Hrinchenko Kyiv University.
- Стандарт вищої освіти МОН України. Режим доступу: <https://mon.gov.ua/ua/osvita/visha-osvita/naukovo-metodichna-rada-ministerstva-osviti-i-nauki-ukrayini/zatverdzeni-standarti-vishoyi-osviti> (Higher Education Standards of the Ministry of Education and Science of Ukraine. URL: <https://mon.gov.ua/ua/osvita/visha-osvita/naukovo-metodichna-rada-ministerstva-osviti-i-nauki-ukrayini/zatverdzeni-standarti-vishoyi-osviti>)
- Слухенська, Р., Бірюк, І., Назимок, Є. (2024). Міждисциплінарність у сучасному науковому дискурсі. *Імідж сучасного педагога*, 2 (215). (Slukhenska, R., Biriuk, I., & Nazymok, Ye. (2024). Interdisciplinarity in modern scientific discourse. *The Image of a Modern Educator*, 2 (215). URL: <https://isp.pano.pl.ua/article/view/298767/295990>).

АНОТАЦІЯ

Вовк Мирослава. Тенденції оновлення змісту підготовки майбутніх учителів української мови і літератури у закладах вищої педагогічної освіти.

Узагальнено соціокультурну місію вчителя української мови і літератури, який виступає ретранслятором інноваційних змін, що здійснюються у мовно-літературній галузі у базовій середній і профільній школі на основі Концепції Нової української школи, Державного стандарту базової середньої освіти, Державного стандарту профільної середньої школи. У контексті сучасних реформаційних зрушень у сфері вищої педагогічної освіти актуалізується проблема оновлення змісту підготовки сучасного вчителя української мови і літератури, який повинен мати високий рівень фахових компетентностей, бути спрямованим на дослідницьку діяльність, виконувати

роль носія мовної культури суспільства, визначати вектори аксіокультурного розвитку громадянина зокрема і держави загалом. Виокремлено у змісті професійної підготовки майбутніх учителів української мови і літератури тенденції: структурування змісту дисциплін на основі міждисциплінарності; реалізації компетентнісного підходу; структурування змісту професійної підготовки є спрямованість на імплементацію змін у мовно-літературній галузі у базовій середній і профільній школі, що передбачає збагачення змістових модулів, тем у межах основних дисциплін педагогічного, методичного спрямування змістовим контентом щодо особливостей викладання української мови і літератури за новими державними стандартами. Представлено досвід підготовки майбутніх учителів української мови і літератури з урахуванням сучасних змін в освіті.

Ключові слова: *учитель української мови і літератури, професійна підготовка, державний стандарт профільної середньої школи, компетентності, Нова українська школа, зміст освіти.*

УДК 378.018.43:[001.89:101]

Петро Лузан

Інститут професійної освіти Національної академії педагогічних наук України
ORCID ID 0000-0002-8853-9275

Олена Тітова

Інститут професійної освіти Національної академії педагогічних наук України
ORCID ID 0000-0002-6081-1812
DOI 10.24139/2312-5993/2025.01/121-141

РОЗВИТОК ДОСЛІДНИЦЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ДОКТОРІВ ФІЛОСОФІЇ: ТЕХНОЛОГІЧНИЙ ПІДХІД

У статті розглянуто проблему розвитку дослідницької компетентності майбутніх докторів філософії у процесі вивчення дисципліни «Методологія і методика наукових педагогічних досліджень». Увагу зосереджено на проблемі теоретичної і практичної підготовки майбутніх докторів філософії до розроблення і реалізації програми та інструментарію для виконання науково-педагогічного дослідження. Використано комплекс теоретичних і емпіричних методів, включаючи аналіз наукових джерел, педагогічне спостереження, анкетування. Запропонована педагогічна технологія забезпечує системне оволодіння методологією наукового пошуку, дозволяє поетапно сформувати у майбутніх докторів філософії уміння застосовувати теоретичні та емпіричні методи наукового пошуку, аналізувати й інтерпретувати отримані результати, а також набутти навички кількісної та якісної обробки отриманих даних, оформлення результатів наукового дослідження, що сприяє підвищенню якості наукових робіт. Практичне значення дослідження полягає в можливості застосування розробленої технології поетапного опанування компетентностями в галузі методології і методики виконання педагогічного дослідження для підвищення рівня підготовки науковців, гарантованого досягнення освітніх цілей з урахуванням індивідуальних особливостей кожного здобувача ступеня доктора філософії. Перспективи подальших досліджень пов'язані з розробленням педагогічної системи формування дослідницької компетентності майбутніх докторів філософії.