COMPETENCE-BASED APPROACH TO STUDYING CONTEMPORARY UKRAINIAN LITERATURE BY EARLY ADOLESCENTS: THEORY AND PRACTICE

ABORDAGEM BASEADA EM COMPETÊNCIAS PARA ESTUDAR A LITERATURA UCRANIANA CONTEMPORÂNEA PELOS PRIMEIROS ADOLESCENTES: TEORIA E PRÁTICA

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Abstract. The article focuses on the theory and practice of implementing a competency-based approach to teaching literature in the middle grades of the New Ukrainian School following the psychological and pedagogical aspects of the adolescent student. This article aims to study the competency-based approach to studying contemporary Ukrainian literature by early adolescents and to analyze the results of approving Ukrainian literature textbooks in the 5th, 6th, and 7th grades of the NUS following this approach. The study employed a combination of the descriptive method with the method of analysis and synthesis, as well as the structural-functional method, methods of critical analysis, and generalization. Based on the research results, the authors have identified the peculiarities of the competence-based approach to studying Ukrainian literature by early adolescents. They have described the list of competencies that will be formed by using the Ukrainian literature textbooks discussed in this paper in the pedagogical practice of NUS. The authors have also investigated the correlation between the content of Ukrainian language textbooks for the 5th, 6th, and 7th grades of NUS and the expected curricular learning outcomes. The approval of the textbooks "Ukrainian Literature" for pupils of the 5th, 6th, and 7th grades of general secondary education institutions showed that these textbooks have competence potential. After all, the authors propose to study such works of modern Ukrainian fiction, which form the key competencies of early adolescents defined by the State Standard of Basic Secondary Education. The list of competencies includes fluency in the state language, the ability to communicate in native and foreign languages, innovation, i.e., the ability to respond to difficulties and overcome them, as well as environmental competence. The prospects for further research include the study of activity-based and communicative approaches to studying Ukrainian literature by adolescents in the 5th, 6th, and 7th grades of NUS.

Keywords: student-reader, early adolescents, competence-based approach, cultural approach, key competencies, methodological system, competence-based tasks, contemporary Ukrainian literature, literature for adolescents

Resumo. O artigo centra-se na teoria e na prática da implementação de uma abordagem baseada em competências para o ensino de literatura nas séries intermediárias da Nova Escola Ucraniana, seguindo os aspectos psicológicos e pedagógicos do aluno adolescente. Este artigo tem como objetivo estudar a abordagem baseada em competências para o estudo da literatura ucraniana contemporânea por jovens adolescentes e analisar os resultados da aprovação de livros didáticos de literatura ucraniana nos 5º, 6º e 7º anos do NUS seguindo esta abordagem. O estudo empregou a combinação do método descritivo com o método de análise e síntese, bem como o método estrutural-funcional, métodos de análise crítica e generalização. Com base nos resultados da pesquisa, os autores identificaram as peculiaridades da abordagem baseada em competências para o estudo da literatura ucraniana pelos primeiros adolescentes. Eles descreveram a lista de competências que serão formadas a partir da utilização dos livros didáticos de literatura ucraniana discutidos neste artigo na prática pedagógica da NUS. Os autores também investigaram a correlação entre o conteúdo dos livros didáticos de língua ucraniana para o 5º, 6º e 7º anos do NUS e os resultados de aprendizagem curriculares esperados. A aprovação dos livros didáticos "Literatura Ucraniana" para alunos do 5º, 6º e 7º anos das instituições de ensino secundário geral mostrou que estes livros têm potencial de competência. Afinal, os autores se propõem a estudar essas obras de ficção ucraniana moderna, que constituem as competências-chave dos primeiros adolescentes definidas pela Norma Estadual de Ensino Médio Básico. A lista de competências inclui a fluência na língua oficial, a capacidade de comunicar em línguas nativas e estrangeiras, a inovação, ou seja, a capacidade de responder às dificuldades e superá-las, bem como a competência ambiental.

Palavras-chave: aluno-leitor, primeiros adolescentes, abordagem baseada em competências, abordagem cultural, competências-chave, sistema metodológico, tarefas baseadas em competências, literatura ucraniana contemporânea, literatura para adolescentes

1. INTRODUCTION

The main goal of the New Ukrainian School (from now on referred to as NUS) is stated in all normative legal documents regulating the education sector. NUS aims to form a holistic, fully developed personality that not only possesses a system of necessary knowledge and skills but also can act and make independent decisions based on theoretical experience. For this reason, competency-based and activity-based approaches will be the cornerstones on which the NUS methodology is built. At the same time, the culture of a modern teenager means the ability to communicate with the world, to see and hear it, to admire it, to protect it, and to feel their place and their support in it.

As an academic discipline, literature helps young people understand existing moral issues, introduce them to eternal spiritual values, and find and recognize the human in themselves. The main goal of contemporary Ukrainian literature is to prepare young people to meet themselves and their independent lives. However, mastering the basics of literary analysis is not the same as learning to live in the modern world, or to be a person who is able to think critically and analyze information. Therefore, we prefer to consider the student as a subject who should understand not only educational and scientific but also psychological, mental (spiritual), social, and personal capabilities.

This article *aims* to study the competence-based approach to studying contemporary Ukrainian literature by early adolescents and to highlight the results of approving Ukrainian literature textbooks in the 5th, 6th, and 7th grades of the NUS.

Research goals:

- to identify the peculiarities of the competency-based approach to the study of Ukrainian literature by early adolescents;
- to describe the list of competencies that will ensure the use of the Ukrainian literature textbooks in NUS pedagogical practice;
- to investigate the correlation between the content of Ukrainian language textbooks for the 5th, 6th, and 7th grades of NUS and the expected curricular learning outcomes;

- to identify and describe the methodology for implementing the competency-based approach within the content component of textbooks.

2. LITERATURE REVIEW

As a type of literature targeted at children and young people, teenage literature has become the center of scientific reflection for such Ukrainian scholars as U. Baran (2014), N. Bohdanets-Biloskalenko (2017), V. Kyzylova (2012), O. Lushchevska (2012), and many others. Their research has focused on literary elements such as language specificity, characters, and the thematic and problematic spectrum of fiction. V. Kyzylova (Kyzylova, 2012) states that children's literature is a world of fiction about what and who children are, what their microcosm and macrocosm are, that is, everything that surrounds them. We fully agree with the author that both children's and teenage literature are not something distinct. They are organic parts of national literature, although they are oriented toward the interests of the child or teenage reader. Thus, the nature of adolescents' literature in these works was described as having many aspects that can influence the perception and understanding of the recipient according to their age and level of aesthetic sense. O. Lushchevska (Lushchevska, 2012) notes that the search for an appropriate methodology for organizing the process of studying literary novels by adolescents has critically influenced the academic dialogue on this issue and the practice of teaching literature in Ukrainian educational institutions.

Ukrainian and foreign scholars have studied age groups and their psychological specifics. They are undoubtedly important for our study, as these factors influence both the process of teaching modern Ukrainian literature by the teacher and the process of studying Ukrainian literature by the student. According to the results of their studies, the activities of adolescents are reduced to communication and interaction.

The main focus of this age group of students is on building social relationships. Reading fiction helps early adolescents gain an understanding of social relationships and contributes to the development of their spiritual world. After all, literature represents a wide range of emotional experiences of people reflected in fiction. All these factors influence the choice of general reading strategies and tactics for early adolescents.

Responding to the challenges of the times, Ukrainian pedagogues (Yatsenko *et al*., 2021; Yatsenko *et al*., 2023) have compiled model school programs "Ukrainian Literature for 5th-6th grades" and "Ukrainian Literature. Grades 7-9" for general secondary education institutions. These programs are also based on a competency-based approach to learning and take into account the principles of systematicity, consistency, continuity, visibility, and emotionality in learning. The program integrates theoretical and literary concepts and the artistic context. It also emphasizes the interdisciplinary connections of Ukrainian literature with foreign literature, visual arts, and music.

Ukrainian scholars (Yatsenko, Slyzhuk, 2022) highlight the problem of updating the contents of the literary education component in the 5-6th grades of the NUS and substantiate the need to develop the reading competence of early adolescents. In their opinion, reading competence is more complex by its structure than the reading process itself. It includes the reception of written text of different styles, understanding of ideas, and the ability to identify basic values and evaluate them. The above-mentioned scholars prove the importance of using competency-based tasks to develop the skills of conscious reading, perception, and interpretation of the works of art and their evaluation. The authors also present their own methodological system aimed at developing subject-reading competence while working with literary texts.

T. O. Yatsenko (Yatsenko, 2018) considers the competence approach to be a priority vector of the modern development of school education. The author substantiates the essence of subject reading competence, differentiates the concepts of "key competence" and "subject

competence," and divides the subject competence into "literary reading" and "informational reading." The competency-based focus of studying Ukrainian literature is achieved through the introduction of cross-cutting content lines in the curricula for the 5th, 9th, 10th, and 11th grades. The author interprets "reading competence" as the ability of the student's personality to independently acquire and apply the acquired knowledge during the reading activity and personal development. Literary reading competence involves students' dialogue with a literary text, its characters, and its author, as well as discussion with other readers. Meanwhile, information reading competence is the ability to analyze, structure, interpret, and critically comprehend information presented in the form of texts of different styles and genres.

3. METHODS

The following methods were employed in the course of our research:

- a combination of the descriptive method, as well as the method of analysis and synthesis (for a critical review of scientific literature on the outlined issues, description of the essence of the competence approach in the process of studying Ukrainian literature by early adolescents);
- structural-functional and critical analysis methods (for analyzing the main competencies inherent in the general concept of the NUS and the programs of modern Ukrainian literature for the 5th, 6th, and 7th grades, as well as for studying the main ways of implementing this approach during the approbation of textbooks of modern Ukrainian literature);
- generalization method (for the formation of scientific and theoretical conclusions of scientific research, description of current trends in cultural discourse).

4. RESULTS

Significant changes have occurred in the school practice of teaching literature in recent years. Teachers of language arts now have experience conducting educational dialogue, fostering personal development during the study and analysis of literary works, and making integrative connections. The methodology of teaching Ukrainian literature to younger adolescents in a cultural context, as well as the school analysis and interpretation of text as a cultural phenomenon, requires a comprehensive and systematic approach.

The early adolescent age is one of the most critical stages of human life and is the most favourable time for personality development. On the one hand, it is the age of socialization, of entering the world of human culture and social values; on the other hand, it is a period of individualization, of discovering and affirming one's unique "I". Adolescence is positioned as a period of active thinking development, where the need to understand reality grows as students' interests change at this age. Among adolescents, adventure stories with dynamic plots, which tell of unusual deeds and unexpected situations, are most popular. The unique portrayal of the acts of their peers awakens the students' thinking, feelings, and imagination.

A competency-based approach means the educational process aims to develop and enhance each student's key and subject competencies. The result of such a process should be the development of a general competency, an integrated characteristic of personality that includes knowledge, skills, attitudes, experiences of activity, and behavioural models. Implementing the competency-based approach proclaimed by the New Ukrainian School concept in education should consider students' personal interests and ensure the development of critical competencies necessary in real life.

The main task of the educational process is to ensure the student's active stance in acquiring personal and, through them, socially significant values. Students must understand which knowledge and skills will help them succeed, build relationships properly, and honourably perform important social roles as sons, brothers, friends, students, citizens, or patriots.

The basis of lessons should be competency-oriented tasks (COTs). COTs are activity tasks that allow the development of universal general educational competencies, requiring the application of accumulated knowledge in practical activity to solve a specific educational problem. The foundation for performing such tasks are subject, information processing, research, and communicative skills. It is competency-oriented tasks that are structural elements of the model of the educational process, which is based on the personal values of students, their interests, and the ability to make decisions independently.

Competency-oriented tasks are distinguished primarily by their involvement in the students' investigative activity, the realization of independent, paired, and group research activities, and the creation of conditions for the development of subject and key competencies.

The concept of "competence" is understood in Ukrainian and foreign pedagogy as the established definition of it as a set of knowledge, skills, and abilities formed during the learning process and determining the ability of individuals to carry out productive activities. Thus, it is an integrated result of education that has clear standards, based on which the formation or lack of formation of certain competencies is determined. In our research, we will mainly focus on the formation of reading competence. The state standard of basic and complete secondary education defines the concept of literary competence. However, we fully agree with T.O. Yatsenko (Yatsenko, 2018), who considers the term "reading competence" to be methodologically more correct than literary competence.

The development, education, and upbringing of the personality of a student-adolescent during the lessons of modern Ukrainian literature benefit not only the person but also the future welfare of society. Preparing a student-adolescent for successful activity in modern society occurs through the systematic formation of key competencies. In this context, the fundamental goal of studying modern Ukrainian literature includes as follows:

- to direct the student-adolescent to the universal content and meaning of artistic language;
- to reveal the personal value of knowledge about literature;
- to develop skills to analyze a literary work as a "communication subject," fostering empathy.

The competency approach allows the language teacher to implement subject-object teaching, incorporating interactive teaching methods into the educational process. As a result, students' reading interests and literary culture grow, which later develops into a stable skill of critical literary reading.

The competency approach, which has gained particular popularity in the last decade, has led to a change in the educational paradigm. It stimulated the search for new approaches and teaching methods. The competency approach gives the early adolescents an understanding that they will not receive knowledge in a ready-made form from the teacher or textbooks but must acquire it independently through a specially organized search for new solutions and project development.

The new curriculum in Ukrainian literature defines a competence-based approach at the supra-subject (social, motivational, functional) competencies level. The main task of literature as a school subject is the formation of reading competence, which is the ability to assimilate a literary work at a personal level and creative reading skills. Reading competence is formed through reading literary works, their analysis, reproduction of text elements, and the creation of one's statements.

New fundamental technologies and understanding their role in developing students' literary competence have become a demand of the times. Accordingly, it is essential to define the psychological and pedagogical conditions for studying a literary work:

- considering the expressive reading skills formed in primary school;

- creating an emotional atmosphere during the lesson that corresponds to the character of the work being studied;
- combining the reading of literary texts with similar work and assimilation of elements of literary theory.

Reading involves motivational-orienting, executive, and evaluative types of students' educational-cognitive activities. The leading indicators by which the completeness and depth of understanding and assimilation of the text are determined include the volume of information obtained from the text, realization of the components of the literary text that carry the main semantic load, generalizations and conclusions from the read literary work, which testify to the assimilation of its content.

The essential components of reading competence are the development of cognitive possibilities of fifth-graders, the independence of judgments, and the formation of the ability to ask questions about the read work. The formation of reading competencies involves such types of activities for mastering the content of literary works and theoretical-literary concepts:

- creative reading of literary works of different genres;
- expressive reading of the literary text;
- various types of retelling (detailed, concise, selective, with elements of commentary, with a creative task);
- responses to questions that reveal knowledge and understanding of the text of the work;
- drafting plans and writing essays based on literary works and the basis of life experiences;
- targeted search for information based on the knowledge of its sources and the ability to work with them.

Among the ten main competencies of NUS, the study of modern Ukrainian literature can provide mastery in such areas: communication in the state language, familiarity and self-expression in the cultural sphere, lifelong learning skills, and social and civic competencies. The curriculum of the Ukrainian literature course is built on a genre-thematic principle with adherence to chronology. Works of modern Ukrainian literature are placed in several sections: "Ukraine and I," "World of Childhood," etc. In the process of studying them, early adolescents can develop such general competencies as:

- the ability to perceive, analyze, and interpret information with critical evaluation;
- the ability to interact orally with the teacher and classmates according to various communicative situations;
- the ability to express thoughts and feelings through written literary language based on the works read;
- the ability to use language as a tool for their own creativity.

After the approbation of the 5th-grade Ukrainian literature textbook for NUS by T. Yatsenko, V. Pakharenko, O. Slyzhuk (Yatsenko, Pakharenko, Slyzhuk, 2022), we can summarize that while studying the poem "My Mother Tongue" by the contemporary poetess Halyna Kyrpa, adolescents develop such competencies as the ability to analyze the artistic features of poetic works, to distinguish artistic means, in particular a comparison ("My language is like a girl in a wreath", "My language is like a swallow") and a metaphor ("the sun is laughing," "time is floating," "it is raining"). After reading and analyzing the poem, the authors of the textbook offer teenage students a section called "Think!" When answering the question: "Do you think the poem "My Mother Tongue" would have changed if it had not used a metaphor? And how exactly?" or formulating their own opinions about the meaning of

metaphor in poetry and in everyday life, students develop such competencies as the ability to think critically and express their own opinions.

In the same section of the textbook, the study of the poem "Kraina Ukrainiia" is not only aimed at the patriotic education of adolescents but also develops such competencies as the ability to imagine, fantasize, and abstract. For example, after reading and analyzing the mentioned poem by T. Maidanovych, the authors of the textbook in the section "Think!" offer tasks for the development of creative thinking. They suggest drawing an illustration to this poem or preparing a photo collage and also emphasizing the syncretism of arts. The authors recommend looking at Dmytro Dobrovolskyi's painting "Chervona Kalyna" and answering the question of which lines of the poem it illustrates.

The aforesaid competence is also formed during the study of the poem "More hraie" by the contemporary Ukrainian poet Anatoliy Kachan. The authors of the textbook continue to develop the idea of syncretism of arts. Therefore, reading Anatoliy Kachan's poem is combined with the review of Archip Kuindzhi's painting "More. Krym", as well as listening to the song "Bili korabli" by Zoya Krasulyak using the OR-code.

In the "The World of Childhood" section, fifth-graders are offered the story "Hamanets" by contemporary Ukrainian writer Oksana Sayko, which introduces us to two heroines – Ivanka and Ritka. The chosen story is designed to develop empathy in adolescents. In other words, they learn to be compassionate and merciful to their environment. The story also develops such competencies as the ability to respond to a simulated situation and to communicate orally with the teacher and classmates in various communication situations.

The ability to express thoughts and feelings through the written form of literary language, as the authors of the textbook suggest, highlighting common and distinctive individual character traits of girls using a Venn diagram and offering to predict the future (Will Ivanka and Ritka ever meet again and become friends?), and to develop the competency "Ability to think creatively and use language as a tool for formulating one's own thoughts," a creative task is offered to come up with a continuation of Oksana Sayko's story. As an illustration of the story, the authors offer a description and discussion of E. Hapchynska's painting "Blahovishchennia." Based on this story, students are encouraged to conduct their own research. Therefore, they are asked to explore the artistic means of this story, classify them into epithets and metaphors, add their own variants to the groups, and compare the plots of B. Grinchenko's "Ukrala" and O. Sayko's "Hamanets."

The formation of such a key competence as the ability to communicate in native and foreign languages includes understanding each other during intercultural communication. This competence can be developed through the study of M. Morozenko's short story "Virnist Khatiko," which contains translations of some Japanese words. Students are encouraged to consult a dictionary of foreign language words and find those of Japanese origin, as the story's plot refers readers to the exotic country of Japan.

The thematic section of the textbook "Native Nature" helps to form environmental competence, in particular, the fairy tale "Tsvitarin" by O. Ivanenko, the main idea of which is to foster a love for the environment. The aforementioned story "Virnist Khatiko" by M. Morozenko also forms environmental competence, as the authors of the textbook offer to describe a pet, tell a story about one of them, and also include reflections on the topic of stray animals.

The authors of the 6th grade Ukrainian Literature textbook (Yatsenko *et al*., 2023) included the myth of the contemporary writer Dara Korniy "Poliovyk" in the section "Myths of Ancient Ukraine". In this way, they demonstrate the persistence of the literary tradition and debunk the theory that myths belong to the period of ancient literature. After reading the myth, students can familiarize themselves with a short dictionary of archaisms and historicisms in the section "Language Treasury." It significantly expands their vocabulary and builds new semantic

connections between words in the minds of teenagers. This helps students develop such key competencies as proficiency in the state language, as well as information and communication competencies.

Dara Korniy's novel also helps to create the key cultural competence by introducing students to the history and symbolism of didukhs, the technique of their making, and ancient rituals, traditions, and beliefs of Ukrainians, thus implementing a culturally sensitive approach to learning. This is a fascinating topic for teenagers, as mythology has become the basis of Ukrainian fantasy, i.e., one of the favorite literary genres for this age group. It is essential that the authors of this textbook not only consider teenage students as subjects of the educational process but also involve them in cooperation and co-creation, for example, by organizing their own reading leisure time.

The formation of cultural competence is one of the program results achieved, among other things, through the study of the poem "Pidkova" by Iryna Zhylenko. Students are involved in the symbolic world, as the horseshoe is a symbol of happiness. It is noteworthy that this symbolic world is also developed in the next work of the contemporary Ukrainian writer Bohdana Matiyash, "Yeva i bilosnizhna kvitka lilii", which reveals the symbolism of Christmas. This novel is a traditional Christmas tale with fantastic creatures and a Christmas miracle - the miraculous healing of the Queen. The authors examine the biblical symbolism of the lily and its associations with the Virgin Mary and the Feast of the Annunciation. In the context of this literary fairy tale, the previously mentioned environmental competence of adolescents is also developed, as they are asked to make a PowerPoint presentation on the origin of the names and symbolism of flowers.

One of the essential abilities of a personality, which testifies to the social nature of a person, is the ability to act and interact with other people when situations change or critical situations are created. That is why Lesya Voronina's novel "Taiemne Tovarystvo Boiahuziv abo Zasib vid pereliaku #9" is vital for the development of this competence. It invites teenage readers to join the protagonist, Klim Dzhura, in his search for a remedy for his fears. Readers analyze the protagonist's behavior, in particular, the influence of the company on the formation of personality. One of the main stages of working on the text is the formulation of personal conclusions about the events in the adventure story. This will allow students to rethink their own behavior and their own struggles with fears.

The authors of the textbook took care of the possibility for students to travel in time, predicting the near and distant future. The study of Volodymyr Areenev's novel "Sapiiensy," which describes the life of Kyiv schoolchildren in the year 2178, is aimed at developing the competence of predicting future events. The lexicon of students will be expanded by using some of the author's neologisms (powuch, frodyk, reaktyvnyi naplichnyk), which will contribute to the development of speech competence.

The authors of the textbook "Ukrainian Literature" for the 7th grade (Yatsenko, Pakharenko, Slyzhuk, 2024) aim to form universal and national values, aesthetic feelings, and a humanistic approach. Literary analysis at the 7th-grade competency level involves tasks of varying difficulty levels and reading works of art of different genres and styles. As in the previous two textbooks, there is a continuing trend of holistic comprehension of literary works through artistic dialogues and personal research tasks. The textbook contains more theoretical material, for example, about the functions of art, because seventh-graders have a higher level of abstraction.

The contemporary literature presented in the book is most focused on the formation of key civic and social competencies. The section "Contemporary Ukrainian Poetry about War" includes poems by Serhiy Ruban, "Heroi z Azovstali," and Ilya Chernilevsky, "Ya povernus." A QR code allows readers to access the portal "Poeziia vilnykh," where anyone, including 7th graders, can post their own poems. The seventh-graders may have fresh, dramatic memories of the events described in the poems because this is history that was created right in front of their eyes. Illustrations and short

historical references facilitate a deeper understanding of the war theme in the textbook, as well as the information about the authors of these lines who stayed in this war forever.

Engaging students in the riches of world culture, spiritual and moral growth, aesthetic education, and the development of artistic taste are seen as the most important tasks to be realized within the functional scope of school literary education. To be integrated into the literary process means not only knowing but also being able to feel and express one's own attitude towards the events and characters depicted in the literary work, empathize, and understand the author's subtext.

The search element is essential in student activity while analyzing a literary work. It is an integral part of the students' work in literature lessons, as it helps them penetrate the complex world of artistic images and the deep meaning of the work. Search activity primarily stimulates the interest and attention of students in the language of literary texts, bringing them as close as possible to a proper understanding and evaluation of the phenomena depicted by the author. Among the forms and methods that ensure the emotional analysis of a literary work, considering episodes of the work's artistic language to develop the ability to express one's thoughts, actively using them in one's speech, is compelling.

The development of new teaching technologies, reading e-books, and applying ICT requires the teacher to be both a conversationalist and a mediator in the aspiration to read the work in a way that is adequate to the author's intent and to lead students to a full appreciation of literature through quality analysis, collective deliberation, and interpretation.

The development of various programmatic skills in working with text and books can be formed at a relatively high level through targeted individual understanding and assimilation of educational material before, during, and after reading as an objective indicator of reading activity. Considering reading activity as a system of purposeful and motivated actions, it should be driven by adequate motives directly related to its content.

When forming a pedagogical strategy, students' readiness for a specific type of reading activity, awareness of the application of techniques and methods, and a positive attitude towards the subject of activity, in general, must be considered. The activity approach allows for the connection between the concepts of reading and activity, as well as their results and reading, and it most accurately corresponds to the possibilities of younger adolescents. Such an approach to reading stimulates curiosity and the desire to read a book, which encourages the emergence of cognitive goals, the achievement of which will require students' conscious engagement with the world of books. In other words, reading activity will emerge, the development of which can achieve reading independence: the reader's awareness of the motive and purpose of turning to books, knowledge of the world of books, and the ability to perceive the content of the read book at the maximum possible level.

Based on the analysis of scientific research in the field of children's reading, the following components of reading activity can be distinguished:

- the motivational sphere as the formation of reading independence and the need for reading;
- the communicative sphere as teaching practical skills to work with text, methods of creative interpretation of what has been read;
- the informational foundation as the ability to operate with literary terms, enriching the child's reading experience, expanding the reading horizon;
- the cognitive foundation of the reading process as the perfection of reading skills: consciousness, correctness, speed, expressiveness;
- the content aspect of reading as the formation of the ability to fully perceive a literary work and understand what has been read;
- the emotional-aesthetic foundation of reading as the cultivation of the moral qualities of the personality of a younger student based on the read work.

This allows the concept of "reading activity" to be viewed as a motivated, informational-communicative process of decoding another's printed speech to gain a personally valuable understanding and emotional-aesthetic perception, interpretation, and evaluation of the read textual information.

Reading competence should be viewed by researchers in the aspect of the integration of activity, personally oriented, and competence approaches, which allows the identification of such central positions: the competence approach implies the formation of a competent personality, capable of solving various problems using the knowledge and skills they possess. In this approach, education content is selected based on the competencies that need to be formed during the educational process. Accordingly, problems the student must learn to solve are identified, and the educational material is grouped around these problems.

In society, the problem of searching, processing, and using information arises. Therefore, it is necessary to educate a student with educational-cognitive, informational-communicative, and personally valuable competencies anticipated by the competence approach in education. Such an understanding of the problem is essential for our research, as the formation of reading competence in younger adolescents requires the presence of specific value orientations, which reflect a positive attitude towards reading, defined by competencies that can only be formed under the conditions of a competence approach.

One effective technique is setting anticipatory questions about the work. Such questions encourage students to read the text more attentively and to pay attention to places that are challenging for their perception but necessary for understanding the work. The questioning stimulates the students' cognitive activity.

An annotated reading is a crucial element in analyzing a literary work, which teaches students to read thoughtfully, think independently, and develop their artistic taste and feeling for language. The techniques of annotation change depending on the specifics of the work, the student's level of literary development, and the lesson's objectives. Commentaries should only be on elements students need to help understand the work. Excessive enthusiasm for commenting can make everything in the text understood, thereby eliminating the literary work as an art of words. In the methodology of teaching literature, such types of commentary are distinguished: linguistic, stylistic, and historical.

During the initial acquaintance with a literary work, it is advisable to turn to its retelling. Firstly, this approach will allow the teacher to determine the level of accessibility of the works for students and get them used to paying attention to the peculiarities of the artistic form; secondly, it will focus students' attention on the main episodes, which will help them grasp the ideological and artistic content; thirdly, it will arouse interest in reading the proposed text. The retelling can be complete, selective, and concise but must necessarily be artistic.

Comparison and juxtaposition are among the main techniques for understanding text. In pedagogical practice, it is prudent to resort to these techniques: comparing versions, translations of the same work into other languages, various reviews of the read text, and different works of art depicting a single literary, historical figure or event.

In analyzing a literary work, the artistic detail plays an important role. The educator needs to teach students to see it in the work and to determine its place in the structure of the artistic image. Working on the artistic detail helps cultivate a thoughtful reader, showing the uniqueness of each writer's artistic signature. Work on detail is much more complex than other methodological techniques for working with text. It requires students to engage in activities, creative research, and deep reflection, and it helps them understand the work's characters and ideas.

Therefore, applying various techniques for understanding and interpreting text yields positive results. Such work leads to the conscious assimilation of knowledge, influences the

development of observation and research skills, stimulates sensory cognition, deepens and concentrates it, and promotes abstract conceptual thinking. The profound assimilation of a literary work occurs in the process of second reading.

The second reading is selective-systematic reading from part to whole. With rereading, one can grasp the full depth of a literary work. Repeated, slow, analytical reading expands impressions of the work, making it perceived as a unified whole and more vividly felt.

The main task of the literature teacher is to help students understand the artistic work, profoundly grasp its artistic and aesthetic essence, and become attentive, thoughtful, and competent readers.

Ideally, a contemporary textbook on Ukrainian literature includes competency-oriented tasks for students' work with Internet sources. For example, the textbook by L. Kovalenko for 6th-grade students proposes listening to a "Carol of the Bells" ("Shchedryk") by Mykola Leontovych, finding additional information about the author through internet sources, the history of the work's writing, and its performance.

Another example is competency-oriented tasks for students to work with internet sources after studying V. Vynnychenko's "Fedko, the Troublemaker" (Fedko-khalamydnyk). Students are invited to find reproductions of the author's paintings and explain how these paintings are implemented in the perception of the artist's image.

By following this outlined path, students learn to find the necessary information, select, accumulate, and remember the most interesting, think critically, analyze, and give their own assessments.

The approved textbooks widely use digital technologies in teaching, forming information, and communicating competence. The textbook contains QR codes that allow students to watch a video or virtual art gallery or listen to a song. Such technical innovations visualize the synthesis of the arts, intensify the learning process, and increase the motivation of adolescent students. The textbooks also include such digital services as Write Comics and Word It Out.

Through practical steps, projects, and lessons within the outlined concept, it becomes possible to engage students in reading, literature, and the art of words and develop the necessary reading and critical competencies in students. The educator needs to create such conditions that the students want to read the work and find something meaningful for themselves in it. To successfully realize this goal, considerable pedagogical skill is required, as the analysis of a literary work lies at the basis of virtually every lesson in Ukrainian literature.

The educator must consistently choose the most effective techniques, methods, instruments, and technologies through which the younger adolescent will not just study but also experience the literary plot and the work's characters. In this case, a traditional approach that involves compiling a passport of the work, identifying issues, and characterizing the actions and behavioural reactions of the characters needs to be revised. Considered appropriate is conducting a critical analysis of the work, emotional comprehension, interpretation of content, and the search for one's meaningful underpinning in the author's text.

Thus, the reading culture and literary competence, the social and civic stance of younger adolescents, and their value-based and priority orientations depend to a significant extent on the level of development of a competence-based approach to the study of contemporary Ukrainian literature.

5. DISCUSSION

At the current stage of pedagogical science's development, issues related to engaging students in reading are being considered. Literary reading's specificity lies in its integration with other subjects, making it a leading activity in the system of developing functional literacy in younger students.

Modern researchers consider the reading process as the development of theoretical thinking (U. Baran, 2014). Several scholars (O. Savchenko, 2019; N. Marchenko, 2011) argue that a modern Ukrainian literature lesson constitutes a holistic, interdependent system of regularities, wherein the psychological factor plays a significant role. Substantial contributions to the study of the competency-based approach to literature have been made by T. O. Yatsenko (2018) and O. Slyzhuk (2020), who position the reader as an object of methodological science.

The process of forming practical reading activities in younger adolescents and the laws of the reader's development are embedded in many contemporary educational reading programs for younger students. The model of a competency-based approach to studying literature assumes that a qualified reader sets a goal for reading, is knowledgeable about the world of books, and possesses the necessary reading skills that allow them to choose the right book and understand its content independently.

We agree with the majority of Ukrainian scientists and pedagogues (Yatsenko *et al*., 2021) stating that the problem of forming competencies when studying Ukrainian literature by early adolescents is multifaceted and versatile. This problem involves:

- The analysis of the psychological and ideological characteristics of adolescent readers.
- Considering their age peculiarities.
- The development of innovative educational technologies, the requirements of public administration institutions in the field of education, and the requirements of state educational standards.

The formation of key competencies (proficiency in the national language, environment, information, communication, civic and social), which are based on universal learning activities and involve interdisciplinary connections, should begin as soon as possible. Therefore, the inclusion of the elements of literary analysis or writing personal opinions based on the novel read in the model program for the 5th grade is quite reasonable.

The problem of investigating certain aspects of the competency-based approach to studying contemporary Ukrainian literature is sufficiently explored in psychology, pedagogy, aesthetics, and literature methodology. Researchers' works reveal issues concerning students' readiness for reading activities and the problem of priority criteria for reading development (N.V. Gogol, 2019), analyze levels of reading development within the concept of the ability to holistically grasp the aesthetic nature of a literary work (O. Lushchevska, 2012), and identify the dependence of the development of the communicative activity of the reader on the general regularities of educational-cognitive activity and significant personal factors (L. Matsevko-Bekerska, 2011).

The step-by-step analysis of the factors mentioned above, forming the criteria for developing reading activity, allows for a deeper and more comprehensive understanding of the regularities of reading evolution. Additionally, according to scholars (O. Brovko, N. Bohdanets-Biloskalenko, 2017), it facilitates the development of optimal methodological foundations for identifying the levels of formation of reading competencies. Researchers synergize the possession of reading competencies with a high level of development of a person's intellectual and artistic abilities.

In scientific-methodological literature, the problem of readiness for literary communication and priority criteria for reading development is addressed in various ways. The traditional view is that a full-fledged perception of artistic literature requires certain intellectual efforts and the development of artistic imagination from the reader. Precisely, T. Yatsenko and V. Pakharenko (2022) assimilate literary communication with the type of students who have the ability for the integral artistic-analytical perception of artistic literature. At the same time, students with

developed logical thinking and a sufficient level of analytical and synthesis skills, generalization, and abstraction are considered less prepared for literary communication.

Some scholars (V. Kyzylova, 2012) model readiness for optimal aesthetic perception as occurring at the level of motives, attitudes, interests, and stimuli and manifesting in the presence of specifically high criteria for evaluating a work and deep experience of its aftereffects.

Several researchers, including S. E. Trubacheva (2011), prioritize the emotional-artistic direction in developing a readership. Indicators of emotional-artistic development, in this case, are seen as artistic sensitivity, which manifests as a response to the emotional world of the literary work; vivid and stable concrete-visual impressions that arise in the process of perceiving the literary work (both in its receptive stage and the post-receptive stage); acuteness of the sensory perception of the artistic-imagery word; the ability to manage one's own artistic emotions (tuning to the appropriate emotional-artistic tone, expressive display of aesthetic experiences); the multitude of associative-imagery connections that are invigorated by the work of the creative imagination at the moment of artistic perception and after; "sense of style" (the ability to differentiate between dissimilar creative manners of artists).

Several authors have researched the problem of forming reading competencies in students, revealing individual aspects at different stages of school literary education. The synthetic phenomenon of reading competencies is considered from various positions and reveals individual sides of the problem—from the initial perception of the work to understanding the aesthetic function of the art of words.

According to O. Slyzhuk (2021), creative writing tasks increase students'—readers' aspirations to penetrate the writer's creative laboratory, focus attention on the plot, style of the work, its composition, and images, and teach students to pay respectful attention to the words of great masters of literature, which undoubtedly helps them understand and analyze a whole range of literary problems.

Extracurricular reading lessons, as evidenced by the research of M. I. Burda (2000), also contribute to expanding the students' reading horizons, which is beneficial. The more students read and know, the more likely they find their place in literature. In childhood and adolescence, all means of engaging in reading are suitable. Here, the joint activity of the family and school plays a unique role in the search and dissemination of literary texts; working with the list of literature for extracurricular reading involves the participation of parents in extracurricular activities and their preparation, the presence of parents in literature lessons.

The formation of a student-reader is a complex task. According to N. Marchenko (2011), reading interests are determined by the family's attitude towards books, the reader's age, and the level of their literary development.

However, the language and literature teacher and the literature lesson remain the defining role. Successfully addressing this complex set of issues is only possible by considering the specific features of literature as an art of words.

The methodological advice of O. Savchenko (2019) regarding the school study of lyrical works is valuable concerning the research problem. The work analysis should be based on the dual nature of the artistic image—recreating the world and expressing an attitude towards it. Since the word in poetry is "dual-planed in its verbal direction," the perception of a lyrical work in the unity of rational and emotional aspects is the comprehension of the interconnection of form and content of the artistic image. Such perception develops students' imaginative thinking.

Also valuable are N. Astrakhan's (2014) recommendations on guiding students' educational activities in literary work analysis. Scholars suggest gradually reducing the teacher's help in working on the piece by decreasing the number of questions for analysis. They believe that purposeful, systematic work in this direction will eventually allow students to pose questions about the work independently.

Following the best methodological traditions of their predecessors, contemporary scholars pursue scientific research to analyze literary works. Reflecting on students' cognitive activity in studying a literary work, T. O. Yatsenko, V. I. Pakharenko, O. A. Slyzhuk, and I. A. Tryhub (2023) correlate it with all literature study methods. In doing so, they note the diverse nature of student activity, from observations of students on the peculiarities of artistic language to independent evaluation and conclusions about the work. Therefore, they believe that the study of artistic works should be organized so that students' cognitive activity is always connected with the search for that newness that remains beyond the scope of its initial perception.

6. CONCLUSION

Based on the aforementioned, we can state that the experience of implementing a competency-based approach to studying Ukrainian literature by adolescents does not contradict the goals of the State Education Standard. It is rather aimed at developing the competence to be ready to apply the acquired knowledge and skills in practical activities and daily life.

The approbation of the Ukrainian Literature textbooks for pupils of the 5th, 6th, and 7th grades of general secondary education institutions showed that they have competence potential. The authors propose to study such contemporary Ukrainian fiction novels, which form the key competencies of early adolescents defined by the State Standard of Basic Secondary Education. Such competencies include fluency in the state language, the ability to communicate in native and foreign languages, innovation, i.e., the ability to respond to and overcome difficulties, and ecological competence.

The literary compositions proposed by the authors also form the following skills:

- the ability to think critically;
- the ability to discuss problematic issues of literary works through discussion;
- the ability to tolerate the opinions and positions of other students;
- the ability to express their thoughts orally and in writing, work effectively with information;
- the ability to be ready for continuous self-improvement and self-development.
- We believe that the prospects for further research can be found in the study of activity-based, communicative, and cultural approaches to studying contemporary Ukrainian literature by adolescents.

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