

PEDAGOGICAL METHODS OF USING A DIDACTIC APPROACH IN CREATING INDEPENDENT STUDY TASKS FOR STUDENTS OF THE PHILOLOGICAL EDUCATION

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Abstract. Organization of independent educational activities of students studying in the field of philological education requires skill and competence from the pedagogue. Independent education should be covered not only by library research, but also by a set of purposeful assignments developed by the pedagogue. In this article, recommended research on the integration of didactic approaches in the development and implementation of independent educational tasks for students of philological education is described. By examining current trends in philological education, reviewing didactic theories, and providing practical examples, this study aims to provide a comprehensive understanding of how didactic strategies can improve students' critical thinking, analytical skills, and autonomy in philological education.

Keywords: *pedagogy, didactic approach, philology education, independent learning, critical thinking, analytical skills, autonomy, project-based learning, socratic seminars, research workshops.*

Philology, as a field of study, requires a nuanced approach to teaching due to its multifaceted nature. Beyond imparting linguistic knowledge, educators face the challenge of cultivating critical thinking and research skills among students [3, 4] (Biggs & Tang, 2011; Bloom, 1956). This article addresses this challenge by examining the application of didactic methods in the creation of independent educational assignments for philology students.

Philology education has witnessed a shift towards student-centered approaches that aim to foster independent learning [11, 17]. Traditional methods often fall short in cultivating the critical analysis and research skills necessary for philology students. There is a recognized need for innovative pedagogical strategies to meet the evolving demands of philology education.

Didactic approaches, deeply rooted in the works of educational theorists such as John Dewey and Jean Piaget, emphasize active learning, problem-solving, and experiential engagement [1, 10]. The integration of didactic principles into philology education provides educators with a framework to create an environment conducive to independent learning.

John Dewey's "Experience and Education" [8, 12] highlights the importance of learning through experience, advocating for an educational philosophy that engages students in active participation. Jean Piaget's "Science of Education and the Psychology of the Child" [16] provides insights into the cognitive development of children, emphasizing the significance of interactive and experiential learning methods. Jerome Bruner's "Toward a Theory of Instruction" [5, 14] further emphasizes the role of active learning in education.

This study employs a mixed-methods approach, combining a comprehensive literature review, in-depth case studies, and targeted surveys. The literature review provides a theoretical framework, while case studies offer practical insights into the application of didactic methods in philology classrooms. Surveys will be conducted to gather feedback from both educators and students, providing a holistic understanding of the effectiveness of didactic approaches.

Preliminary findings from case studies indicate that the incorporation of didactic methods has a positive influence on students' critical thinking abilities [18]. Active engagement in independent assignments enhances their capacity to analyze linguistic nuances and historical contexts. The emphasis on interactive learning experiences, such as collaborative discussions and problem-solving activities, encourages students to question assumptions and think critically about language sources.

The study suggests that didactic approaches contribute significantly to the development of analytical skills in philology students. The emphasis on problem-solving and practical application encourages a deeper understanding of language structures and historical perspectives. By engaging in research projects and analytical exercises, students develop the ability to discern patterns, draw connections, and extract meaningful insights from diverse linguistic sources [9, 21].

Didactic methods play a crucial role in fostering autonomy among philology students [6,13]. The ability to independently explore language sources and conduct research empowers students to take ownership of their learning journey. In cases where students are exposed to project-based learning, they develop a sense of responsibility for their research projects, enhancing their ability to work independently and make informed decisions.

The integration of Socratic seminars, where students engage in collaborative discussions, further contributes to autonomy. These discussions provide a platform for students to express their ideas, challenge perspectives, and refine their understanding through dialogue with peers and educators [19].

Based on the findings, the article proposes the following pedagogical methods for designing independent educational assignments in philology:

Project-Based Learning – Engage students in research projects that require critical analysis of language sources. By designing projects that mirror real-world challenges in philology, educators can stimulate curiosity and encourage students to delve deeper into their areas of interest. Project-based learning promotes autonomy, as students take charge of their research process, make decisions, and present their findings to their peers and educators [15].

Socratic Seminars – Facilitate discussions to promote collaborative learning and the exchange of diverse perspectives [20]. Socratic seminars provide a structured yet open-ended forum for students to engage in critical discourse. Through guided questioning and active participation, students refine their analytical skills, develop effective communication, and gain a deeper understanding of linguistic concepts. These seminars encourage autonomy by empowering students to shape the direction of discussions and explore topics of interest.

Research Workshops – Provide hands-on training in research methodologies and source analysis [2, 7]. Research workshops equip philology students with the necessary tools to navigate language sources, critically assess information, and conduct thorough investigations. By offering guidance and practical exercises, educators enhance students' research skills and promote autonomy in their academic pursuits.

This research article underscores the significance of adopting didactic approaches in the creation of independent educational assignments for philology students. By incorporating these methods, educators can enhance critical thinking, analytical skills, and autonomy, ultimately enriching the philology learning experience.

In conclusion, the findings suggest that didactic methods positively impact philology education by fostering critical thinking, developing analytical skills, and promoting autonomy among students. The proposed pedagogical methods provide educators with practical strategies to integrate didactic approaches into their teaching practices, ensuring a more engaging and effective learning experience for philology students.

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