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## THE CRITERION AND LEVEL ASPECT OF THE EXPERIMENTAL RESEARCH INTO THE EFFECTIVENESS OF THE METHODOLOGICAL SYSTEM OF TEACHING UKRAINIAN LANGUAGE FOR PROFESSIONAL PURPOSES

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**Abstract.** The article analyzes the criterion and level aspect of the experimental research into the effectiveness of the methodical system of teaching Ukrainian Language for Professional Purposes. The tasks have been performed in the context of teaching the academic discipline to students of specialties 012 Preschool Education and 013 Primary Education. The terminological base of the study has been formed based on interpretation of the concepts: “criterion,” “indicator,” “level,” and “competence paradigm”. In accordance with the research aim, the criteria for assessing the formation of students’ professional competences have been substantiated. The cognitive and motivational criterion is singled out to illustrate the formation of the knowledge, professional and motivational components of students’ training, which include the system of content-based interdisciplinary connections in the theoretical unit of the academic discipline Ukrainian Language for Professional Purposes. The operation and activity-based criterion has been introduced to determine the level of formation of students’ abilities and skills to operate the acquired knowledge in practice, create secondary texts using samples and auxiliary means (dictionaries, schemes, spelling, etc.), and act according to an algorithm. The professional and creative criterion illustrates the ability of future specialists in pedagogy for productive and creative application of acquired abilities and skills in changeable conditions and independent activity at the analytical and synthetic level. The developed criteria are the main parameters for determining the level of formation of the predicted ability of students at higher education institutions for practical professional and pedagogical activity. According to each criterion, the indicators of formation of students’ professional competences have been determined: discursive, documentary, general scientific, information technology, entrepreneurial, editorial, and terminological. Based on the criteria and their indicators, three levels of formation of the studied ability have been established, and the selection of their nominations has been substantiated: sufficient, satisfactory, and initial. The materials provided in the article are a part of the experimental research shown in the author's doctoral dissertation: Humeniuk I. M. “Methodical System of Teaching Ukrainian Language for Professional Purposes to Students at Pedagogical Institutions of Higher Education”, 13.00.02 “Theory and Methods of Teaching (Ukrainian language)”, 2023.

**Keywords:** competence, competence paradigm, criterion, indicator, level, experimental research, methodical system, Ukrainian language, professional speech.

## 1. INTRODUCTION

Modern social and political realities have made the issues of speaking Ukrainian in our country, quality education in Ukrainian, improvement of Ukrainian professional speech of specialists in various fields, and training of preschool teachers and teachers in general to implement the educational process by means of the Ukrainian literary language according to current norms especially relevant. The scientific information space has been enriched by the works of Ukrainian linguodidactics experts dedicated to the improvement of methodical systems of teaching the Ukrainian language at various educational levels and the formation of the language, speech, communication, and other competences of future specialists. Thorough experimental research into the efficiency of the developed methods requires proper preparation for the preliminary and final assessments, as well as statistical processing of the obtained results to prove the effectiveness of the pedagogical impact.

The selection of relevant criteria and indicators that properly reflect the formation of the measured quality and allow for level ranking is of great importance in this process. Scientifically substantiated tools ensure the reliability of pedagogical diagnostics.

## 2. RESULTS AND DISCUSSION

The aim of the article is to substantiate the criteria, indicators, and levels of assessing the formation of a set of professional competences, which reflect the effectiveness of the methodical system of teaching Ukrainian Language for Professional Purposes.

In order to achieve the aim, the following research tasks have been formulated:

- 1) substantiating the criteria for assessing the formation of students' professional competences;
- 2) determining the indicators of formation of the competences according to each criterion;
- 3) substantiating the selection of nominations for level distribution.

The tasks have been performed in the context of teaching the educational component Ukrainian Language for Professional Purposes to students of specialties 012 Preschool Education and 013 Primary Education. The materials provided in the article are a part of the experimental research shown in the author's 2023 doctoral dissertation *Methodical System of Teaching Ukrainian Language for Professional Purposes to Students at Pedagogical Institutions of Higher Education* (Humeniuk, 2023, pp. 462–535).

The terminological basis of the study has been formed taking into account the established definitions of the concepts of "criterion," "indicator," "level," and "competence paradigm." A criterion is "one of the key features, a measure for determining, evaluating, classifying something" (Dictionary of foreign words, 2000, p. 567). "An indicator is proof, a sign, evidence of something; data on the results of work, activity" (Large explanatory dictionary of the modern Ukrainian language, 2002, p. 278). Summarizing the main theses from the studies of these concepts, it should be noted that the criteria have been given the function of normativity, and the indicators have the function of fixing the achieved level. "A criterion" is a broader concept than "an indicator"; a criterion is a set of indicators that make it possible to determine the level of formation of a certain quality. The concept of "level" is understood according to the traditional interpretation: "the degree of quality, the value achieved in something; the degree of somebody's education, culture, training" (Large explanatory dictionary of the modern Ukrainian language, 2002, p. 1223). The essence of the concept of "competence paradigm" in the context of Ukrainian Language for Professional Purposes is explored in the author's work (Humeniuk, 2022, pp. 26–28) and defined as "a complex multi-level formation, which is built on the basis of the gradational structure of organization of the educational process and contains the maximum list of competences, the mastery of which is the goal and final result of education" (Humeniuk, 2022, p. 65).

In order to implement a pedagogical experiment (ascertaining and final stages), it is necessary to substantiate the choice of criteria for assessing the formation of professional competences, which are components of the competence paradigm of Ukrainian Language for Professional Purposes: discursive,

documentary, general scientific, information technology, entrepreneurial, editorial, and terminological ((Humeniuk, 2019). These criteria include: cognitive and motivational, operation and activity-based, professional and creative. The cognitive and motivational criterion is singled out to illustrate the formation of the knowledge, professional and motivational components of students' training, which include the system of content-based interdisciplinary connections in the theoretical unit of the academic discipline Ukrainian Language for Professional Purposes., as well as a comprehensive vision of the possibilities and necessary options for the application of the acquired knowledge in the teacher's practical activities and motivated work to improve abilities and skills and eliminate shortcomings. The indicators of the cognitive and motivational criterion for the formation of each of the defined professional competences in the process of teaching Ukrainian Language for Professional Purposes are presented in Tab. 1.

Tab. 1

*Indicators of Competence Formation According to  
the Cognitive and Motivational Criterion*

<b>№</b>	<b>Competence</b>	<b>Indicators of formation</b>
1.	Discursive	Awareness of the relationship between the linguistic and pragmatic aspects of the pedagogical discourse; knowledge of the adequacy of selecting language means to the situation, purpose and conditions of communication; understanding of the language and speech, nation language, and literary language contexts; the ability to analyze the causes of communicative deviations.
2.	Documentary	Understanding of the essence and purpose of documents, the ability to structure them; construction of the text of a document according to the professional situation.
3.	General scientific	Knowledge of means and ways of work organization, arrangement of scientific activity results, features, linguistic means and forms of the scientific style, and norms of scientific etiquette.
4.	Information technology	Comprehension of the potential of modern information and communication technology for effective pedagogical activity; knowledge of methods and means of obtaining information; awareness of personal responsibility for compliance with regulatory aspects of information search and use, rules of netiquette.
5.	Entrepreneurial	Awareness of the significance of language in the life of the society and the individual; understanding of the dependence of successful professional activity on effective communication; knowledge of the communicative features of speech culture, laws of communication, language, speech, and communication etiquette, requirements for planning and preparation of a public speech.
6.	Editorial	Mastery of the peculiarities of editing texts in scientific and other styles; knowledge of the norms of spelling, punctuation, lexical and grammatical compatibility.
7.	Terminological	Knowledge of the essence, features, classification, and ways of creation of terms; understanding of texts with professional terminology.

Source: author's work

The operation and activity-based criterion has been introduced to determine the level of formation of students' abilities and skills to operate the acquired knowledge in practice, create secondary texts using samples and auxiliary means (dictionaries, schemes, spelling, etc.), and act according to an algorithm. Indicators of the operation and activity-based criterion regarding the formation of each of the defined professional competences in the process of teaching Ukrainian Language for Professional Purposes are summarized in Tab. 2.

Tab. 2

*Indicators of Competence Formation According to  
the Operation and Activity-Based Criterion*

<b>№</b>	<b>Competence</b>	<b>Indicators of formation</b>
1.	Discursive	Skills of establishing the type of discourse and stylistically adapting one's own speech to it; the ability to identify and use markers of stylistic varieties in oral and written communication tests.
2.	Documentary	The ability to compose and arrange program types of documents according to a sample, skills of editing the structure and text of documentation.
3.	General scientific	Skills of information compressing (selection of the main data, generalization, normalization, simplification); creation of secondary texts (abstract, theses, synopsis, essay, plan); compiling of a bibliographic description, arrangement of references.
4.	Information technology	Skills of information search using functional markers; the ability to critically select relevant information; the ability to transform, structure and competently transform scientific knowledge; compliance with the rules of network etiquette.
5.	Entrepreneurial	Observance of linguistic norms and rules of communicative etiquette in oral and written communication; establishment of interdisciplinary connections to optimize the process of learning the material; avoiding redundant information.
6.	Editorial	The ability to identify spelling, word-forming, morphological, syntactic, punctuation, and stylistic errors; searching for corroborating information in relevant sources.
7.	Terminological	The ability to recognize terms in text, as well as determine their classification and method of creation; interpretation of the meanings of terms with a dictionary; reproductive use of terms in scientific or professional discourses.

*Source: author's work*

The professional and creative criterion illustrates the ability of future specialists in pedagogy for productive and creative application of acquired abilities and skills in changeable conditions and independent activity at the analytical and synthetic level. Indicators according to the professional and creative criterion are shown in Tab. 3.

*Indicators of Competence Formation According to  
the Professional and Creative Criterion*

№	Competence	Indicators of formation
1.	Discursive	Creative transformation of a given discourse depending on the communicative intentions; independent construction of written discourses taking into account linguistic and extralinguistic parameters.
2.	Documentary	The ability to independently create documents in accordance with the goal and professional situation; skills of document standardization according to the current state standard.
3.	General scientific	Creation of one's own scientific texts in compliance with the rules of scientific etiquette; the ability to determine the aim of the research, adhere to the topic in the content of the work, and perform an analytical search for information.
4.	Information technology	Using information and communication technology to create and present a new product in compliance with linguistic and technological requirements; technologically and linguistically competent arrangement of typed text.
5.	Entrepreneurial	Temporal optimization of educational activities (quick and timely completion of tasks, active work at lectures), practical use of informational interdisciplinary connections in the course that is being studied; creative and innovative problem solving.
6.	Editorial	Quality of professional text editing; generalization and explanation of the most common mistakes.
7.	Terminological	The ability to productively use professional terminology in scientific and professional discourses; selecting Ukrainian equivalents of borrowed terms.

*Source: author's work*

In the research, the developed criteria are the main parameters for determining the level of formation of the predicted ability of students at higher education institutions for practical professional and pedagogical activity, which should have a quantitative expression. On the basis of the criteria and their indicators, three levels of formation of the studied ability have been established: sufficient, satisfactory, and initial. Substantiating the selection of such nominations, it should be noted that the high level of students' ability to solve complex specialized tasks and practical problems in professional and pedagogical activities implies the completed formation of the defined competences as a result of comprehensive mastery of all educational components of the educational and professional program and is supported by significant experience of such activities. Within the scope of the academic discipline Ukrainian Language for Professional Purposes, the highest level of competence formation is determined, which is ensured by its content and is sufficient for further improvement in the context of other academic disciplines. We consider the use of the nomination "low level" to be inappropriate for ethical reasons and to semantically narrow the state of formation of competences according to the defined criteria and indicators, hypothetically depriving the research subjects of development prospects. So, let us analyze the criterion and level aspect of experimental research.

#### 1. *The Cognitive and Motivational Criterion*

*Sufficient level* – the student is clearly aware of the dependence of professional success on the mastery

of linguistic and pragmatic aspects of speech, and is therefore motivated to be active in classes and pursue self-improvement; correctly differentiates linguistic means in stylistic terms; argues the difference between language and speech, the Ukrainian national language and the Ukrainian literary language; successfully determines the causes of communicative deviations; correctly defines and structures documents, arranges their texts with little support from auxiliary materials; has a good knowledge of scientific style and scientific etiquette, as well as ways of arranging the results of scientific activity; actively uses modern information technology for training and extracurricular projects; knows all possible ways and means of obtaining information in compliance with the rules of netiquette; defines all communicative features of speech culture, knows the rules of language, speech, and communicative etiquette; perceives language as a system, correctly formulates its norms; has mastered the order and methods of preparation for a public speech; unmistakably identifies flaws in texts of all styles, edits written and oral (heard) speech; understands professional texts, has knowledge of types and ways of creating terms; independently created texts are literate, there are practically no violations of language norms in unprepared speech.

*Satisfactory level* – the student understands the significance of language and professional improvement and works on it under the condition of systematic control by the teacher; carries out stylistic differentiation of texts and corresponding linguistic means with minor errors; can partially explain the difference between language and speech, literary and national languages; cannot always independently establish the reasons for communication failures; determines the structure of the document with the help of additional sources and with minor shortcomings; has general knowledge about the peculiarities of the scientific style but is unable to detail and provide examples; uses information technology in educational activities reluctantly, and the knowledge about methods and means of obtaining information is therefore somewhat limited; can name communicative features of speech culture but explains their content only partially; distinguishes the rules of language, speech, and communicative etiquette at the theoretical level; has basically mastered the norms of the modern Ukrainian language, but their formulation causes difficulties; can edit the text in most cases but needs leading questions; understands specialized texts with terminology, partially determines types and ways of creating terms; self-created texts contain certain shortcomings, spontaneous oral speech does not always follow language norms.

*Initial level* – the student is not motivated to language and professional improvement, performs work in this direction only when absolutely necessary; experiences significant difficulties in the process of theoretical reproduction of information; cannot correctly determine the stylistic affiliation of the text or its linguistic means; establishes the type of document but cannot name its structural elements; does not use information technology in educational activities; does not have theoretical knowledge about speech culture, the rules of speech and communicative etiquette, although knows the formulas of language etiquette; formulates norms of literary language chaotically, without comparison with a sample; gaps in theoretical knowledge cause significant shortcomings (errors of various types) in written and oral communication and, accordingly, in the process of editing texts; partial understanding of the meanings of terms makes it difficult to understand specialized texts.

## 2. The Operation and Activity-Based Criterion

*Sufficient level* – the student unmistakably establishes the type of discourse and stylistically adapts their speech to it, using markers of stylistic varieties; compiles and arranges (with minor errors) program types of documents according to a sample, edits the structure and text of the documentation; successfully compresses texts, highlights their main idea, summarizes, shortens, creates secondary texts (annotation, theses, synopsis, abstract, plan); unerringly compiles a bibliographic description according to a sample, forms references; carries out a quick search for information using functional markers, changes, structures, and competently transforms scientific knowledge while observing the rules of network etiquette; the student observes linguistic norms and rules of communicative etiquette in oral

and written communication; quickly establishes interdisciplinary connections to optimize the process of learning the material; makes minor mistakes during text editing; tries to avoid redundant information in answers; defines terms in the text, their classification, method of creation; interprets the meaning of terms with a dictionary; uses terms in scientific and professional discourses at the reproductive level.

*Satisfactory level* – the student establishes the type of discourse and adapts their speech with minor inaccuracies; makes a small number of mistakes while preparing documents and determining their structure; performs compression of texts partially complying with the requirements; makes 1–2 mistakes in the bibliographic description according to a sample and arrangement of references; searches for information in compliance with the norms of network etiquette but does not quite successfully select functional markers, which leads to an excess of information; can establish a lexeme's affiliation to terms but determines their type and method of creation with errors; interprets the meaning of terms with auxiliary means; reproduces professional texts in a simplified manner, avoiding the use of terms.

*Initial level* – the student establishes the type of discourse but cannot illustrate an adaptive speech variant; compiles and processes documentation with significant errors, not complying with the requirements of DSTU 4163-2020; compresses and transforms texts spontaneously, without understanding the essence and purpose of this activity; makes more than 2 mistakes in the bibliographic description according to a sample and arrangement of references; searches for information randomly, without taking into account the content and purpose of the search; identification of terms in the text, as well as their type and method of creation, poses significant difficulties; the student uses auxiliary means to interpret terms but cannot reproduce a specialized text.

### 3. *The Professional and Creative Criterion*

*Sufficient level* – the student creatively transforms a given discourse depending on the communicative intentions; independently creates written and oral discourses, taking into account linguistic and extralinguistic parameters; independently creates documents in accordance with the goal and professional situation, complying with the requirements of DSTU 4163-2020; creates high-quality scientific texts in compliance with the rules of scientific etiquette; successfully defines the aim of the research, adheres to the topic in the content of the work; conducts an analytical search for information; uses information technology to create and present a new product in compliance with linguistic and technological requirements; is technologically and linguistically competent in arranging typed text; performs tasks quickly and on time, actively works in classes; has a creative approach to solving tasks; properly edits texts of all styles (including professional ones), can explain the most common mistakes; productively uses professional terminology in scientific and professional discourses; correctly selects Ukrainian equivalents of borrowed terms.

*Satisfactory level* – the student does not quite successfully transform a given discourse in accordance with the purpose of communication; makes minor mistakes in the process of creating written and oral discourses; cannot always extrapolate the requirements of DSTU 4163–2020 to the process of creating a specific document; during the independent construction of scientific texts, does not always follow the rules of scientific etiquette, resorting to paraphrasing or other ways of transforming the material; in order to increase the volume, fills the content of the work with extra information that does not always correspond to the topic of the study; completes tasks on time; activity in classes depends on extraneous factors; properly edits texts in the colloquial and artistic styles, makes mistakes in others; the productive use of terminology in scientific and professional discourses is not always semantically justified and appropriate; uses auxiliary sources in the process of replacing foreign language terms with Ukrainian equivalents.

*Initial level* – the student communicates in the colloquial style regardless of the given discourse; makes significant mistakes in the process of independent creation of written and oral discourses, which they cannot correct even after the errors are pointed out; does not extrapolate the requirements of DSTU 4163–2020 to the process of creating and arranging documentation; compliance with the rules of

scientific etiquette leads to the impossibility of creating one's own text; in their works, there is a discrepancy between the trajectories of the topic and the content; does not always complete tasks on time; takes a passive position in classes; undeveloped skills of text editing and observing one's own speech; not ready to productively use terminology in scientific and professional discourses; does not have skills of working with dictionaries.

The level indicators formed for each of the criteria have been used in the process of implementing all stages of experimental training, which made it possible to ensure the objectivity of establishing the levels of students' knowledge, operation and activity skills, as well as the ability to creatively use them during professional and pedagogical activities.

### 3. CONCLUSION

In the process of experimental verification of the effectiveness of the methodical system of teaching Ukrainian Language for Professional Purposes, the criteria for assessing the formation of professional competences of future teachers have been substantiated. The cognitive and motivational criterion is singled out to illustrate the formation of the knowledge, professional and motivational components of students' training, which include the system of content-based interdisciplinary connections in the theoretical unit of the academic discipline Ukrainian Language for Professional Purposes. The operation and activity-based criterion has been introduced to determine the level of formation of students' abilities and skills to operate the acquired knowledge in practice, create secondary texts using samples and auxiliary means (dictionaries, schemes, spelling, etc.), and act according to an algorithm. The professional and creative criterion illustrates the ability of future specialists in pedagogy for productive and creative application of acquired abilities and skills in changeable conditions and independent activity at the analytical and synthetic level. According to each criterion, the indicators of formation of students' professional competences have been determined: discursive, documentary, general scientific, information technology, entrepreneurial, editorial, and terminological.

The expansion of the competence paradigm of Ukrainian Language for Professional Purposes and a comprehensive analysis of its components constitute the prospects for further research.

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Гуменюк Ірина, Гуменюк Михайло. Критеріально-рівневий аспект експериментального дослідження ефективності методичної системи навчання української мови за професійним спрямуванням. *Журнал Прикарпатського університету імені Василя Стефаника*, 11 (1) (2024), 138-146.

Стаття присвячена аналізу критеріально-рівневого аспекта експериментального дослідження ефективності методичної системи навчання української мови за професійним спрямуванням. Виконання поставлених завдань відбувалося у контексті викладання навчальної дисципліни студентам спеціальностей 012 "Дошкільна освіта" і 013 "Початкова освіта". Термінологічну базу дослідження сформовано на основі трактування понять: "критерій", "показник", "рівень", "компетентнісна парадигма". Відповідно до мети дослідження обґрунтовано критерії оцінки сформованості професійних компетентностей здобувачів освіти. Когнітивно-мотиваційний критерій виокремлено для ілюстрації сформованості знаннєвої та професійно-мотиваційної складової підготовки студентів, що охоплює систему змістових міждисциплінарних зв'язків у теоретичному блоці навчальної дисципліни "Українська мова за професійним спрямуванням". Операційно-діяльнісний критерій уведено для визначення рівня сформованості умінь і навичок студентів оперувати здобутими знаннями в практичній площині, створювати вторинні тексти, використовуючи зразки й допоміжні засоби (словники, схеми, правопис та ін.), діяти за алгоритмом. Професійно-творчий критерій ілюструє здатність майбутніх фахівців педагогічної галузі до продуктивного творчого застосування набутих умінь і навичок у змінених умовах, самостійної діяльності на аналітико-синтетичному рівні. Розроблені критерії є основними параметрами для визначення рівня сформованості прогнозованої здатності студентів закладів вищої освіти до практичної професійно-педагогічної діяльності. За кожним із критеріїв визначено показники сформованості у здобувачів освіти професійних компетентностей: дискурсивної, документознавчої, загальнонаукової, інформаційно-технологічної, підприємницької, редакторської, термінологічної. На основі критеріїв та їх показників встановлено три рівні сформованості досліджуваної здатності та обґрунтовано вибір їх номінацій: достатній, задовільний, початковий.

Матеріали, подані в статті, є частиною експериментального дослідження, відображеного в докторській дисертації авторки: Гуменюк І. М. "Методична система навчання студентів української мови за професійним спрямуванням у педагогічних закладах вищої освіти", 13.00.02 "Теорія та методика навчання (українська мова)", 2023.

**Ключові слова:** компетентність, компетентнісна парадигма, критерій, показник, рівень, експериментальне дослідження, методична система, українська мова, професійне мовлення.