Abstract: In the article authors made the comparative analyzes of traditional and modern principles of studying morphology of Ukrainian language through the new concept realizing, viz. "the NEW UKRAINIAN SCHOOL" concept. In authors' opinion, this concept is directed to help pupils of secondary schools to develop both theoretical and practical skills during the classes of studying morphology of Ukrainian language. The problem of the correctness of using such methodology in the practice has been discussed in our article as well. It has been determined that the usage different methods through the new concept can help pupils to develop their creativity during the practice.

Keywords: linguistic principles, language learning, proficiency level, "the NEW UKRAINIAN SCHOOL" concept

INTRODUCTION

A problem of development of a new type of a new Ukrainian school is due to the aim of the country to have European educational system. The development and realizing of the process has a great success on the lessons of the Ukrainian language especially during the morphology studying and can be clearly seen on the results of students' practical or individual works. Such results will provide the development of Ukrainian education to the level of developed countries and improve its image.

MATERIALS AND METHODS

General didactic principles come from the educational psychology and determine a general direction in the development of different educational strategies. This issue is reflected in scientific papers of Y. Babansky, M. Danilov, Y. Komensky, K. Ushinsky, V. Onyshchuk et al. Wide used teachers' classification was created by Y. Komensky. It includes the principles of development availability understanding and realizing of knowledge. Justification and classification of educational principles are highlighted in the papers of such philosophers as V. Andrushenko, V. Ognevychuk, S. Podmazin, et al; teachers as A. Aleksiuk, Yu. Babansky, V. Bondar, F. Busaylev, V. Galuzinsky, M. Ievtukh, I. Zymnia, L. Vygotsky, P. Galperin, M. Zhinkin et al; linguists as Z. Bakum, N. Golub, O. Karaman, S. Karaman, V. Masalsky, V. Mel'nychak, N. Ostapenko, K. Plisko, M. Pentyliuk, T. Symonenko, S. Chavdar et al.
Thus, M. Pentyliuk (1994) focuses attention on such linguo-didactic principles as the tight relations in the study of all sections of the language; relations of language learning with speech development; interdependence of oral and written speech; study of the morphology on a syntactic basis; structural-semantic approach to the study of syntax; connection of teaching punctuation and expressive reading. According to the modern methodologists (O. Bilyayev, Y. Holoboro'd'ko, O. Goroshkina, S. Karaman, G. Mikhailov's'ka, S. Omel'chuk, M. Pentyliuk et al.), teaching of the Ukrainian language morphology in the secondary school is carried out on the basis of such general principles as scientific systematization, continuity and perspectivity, connection of the theory and practice, consciousness, etc. These principles are the basis of the linguistic educational concept in Ukraine, implemented in school curricula and underlie modern methods of the language teaching.

The aim of our article is to determine the efficiency of applying new principles of teaching the Ukrainian language morphology in the profile classes of secondary school along with the traditional ones in the framework of "the NEW UKRAINIAN SCHOOL" concept realization.

RESULTS

Teaching principles are main ideas, regulatory requirements for the organization of the didactic process. According to M. Fitsula (2007), principles are basic ideas, assumptions, forms and methods of educational work for the purpose of education and the learning process. Lessons of the Ukrainian language morphology traditionally use such principles as combining the theory with the practice, scholarship availability, regularity and consistency, personalization and differentiation. The implementation of these principles involves the formation of the students' presentation of the language as a system, i.e. structurally semantic discharges of words (Vykhovanets & Gorodens'ka, 2004). In the historical development, it becomes the basis for the students' teaching and researching, as well as their communicative skills development. In modern didactics, there is a system, which consists of both traditional and new principles that are emerged in the development of pedagogical knowledge and practice. The practicing teachers' experience shows that principles are emerging based on the scientific analysis of learning stem. Their application in the morphology study in conjunction with the historical basis contributes to the development of the students' interest to morphological phenomena observation, research and scientific work. However, due to the changes in the didactic concept of the new Ukrainian school it is important to connect the efficiency of traditional and new teaching linguo-didactic methods in the morphology Ukrainian language at the level of secondary institutions. Principle of connection the theory with the practice, according to the Concept of the new Ukrainian school, should give knowledge to students, to rise their creativity and ability to think critically. It should be a complex. In this case, it is important to implement problem-oriented cases in the practice that provides a deepening of their knowledge and understanding of the phenomenon essence. Consequently, the principle of the connection the theory with the practice forms the need for in-depth study of language parts and provides conscious and exciting teaching, promotes knowledge deepening, gives persuasiveness for the scientific conclusions and generalizations, accustoms to apply them in the practice and gives them an active character.
Another important principle of learning morphology in the new Ukrainian school is the science principle. Science is authenticity, the exact correspondence of the outlined material with the real life, the proper disclosure of the phenomena essence and their characteristics. One of the tasks that is solved by the new Ukrainian school is to develop the students' critical thinking skills. Therefore, the study of morphology gives the opportunity to analyze the causal relations between linguistic phenomena and concepts to understand their essence. With the help of the modern informational technologies, students can receive a methodically adapted historical commentary, which explains morphological phenomena. Thus, during the study of the second nouns renunciation, it is appropriate to remind students that "the existing parallelism of the endings in the nouns groups the second renunciation is explained by the fact that they genetically reach pre-Ukrainian declaration types differed in the structural features of the basis, viz. the finite sounds of the basis determinants" (Kryzhanivska, 2010).

One of the tasks of the Concept of a new Ukrainian school, which meets requirements of the student's age characteristics, is successfully implemented in the accessibility principle. The experience of practicing teachers proves that the availability of training in morphology is associated with a gradual increase in the amount of learning material that must be mastered by all students. An accessible study of the morphology based on the earlier gained knowledge promotes the creative interaction between the teacher and the student, since pupils can complement given by teachers' knowledge, draw parallels and made conclusions. The accessibility principle is closely related to the systematicity and consistency principle, K. Ushinsky has noted "...only a system, intelligent, proceeding from the essence of the objects, gives a full control over our knowledge. A head filled with fragmentary, unconnected knowledge, resembling a barn, where everything is unworkable and where the owner cannot find anything; a head, where only a system without knowledge resembles a store, where all the boxes have inscriptions, but they are empty boxes" (cited by Variy & Ortinskyi, 2007). This principle requires that knowledge and skills in morphology will be formed systematically, in a certain order, so that each element of the educational material is logically linked to another, and new knowledge is based on the assimilated earlier and has created the foundation for learning new ones. Thus, the implementation of the systematicity and consistency principle contributes to a conscious assimilation of student’s theoretical information, which ensures its use in the practice.

The principle of individualization and differentiation involves the development of an individual educational trajectory of a student in accordance with their features, capabilities and needs. The implementation of this principle takes into account the knowledge and skills of students, as well as their cognitive and practical independence, interests, volitional development, working capacity, etc. As the experience of practicing teachers shows, the effectiveness of this principle is based on the differentiated tasks' developing systems in morphology. As the result, their implementation eliminates gaps in the knowledge, skills and abilities of students. The range of knowledge of some students extends. Thus, the important task of the principle of individualization and differentiation in teaching is the active inclusion of students in the educational process that helps students to come closer to understanding their characteristics and to use them productively in creative educational activities.
According to the requirements of the new Ukrainian School Concept, students have to master linguistic skills perfectly and to use interdisciplinary generalizations for better learning of linguistic material. Modern linguo-didactics considers the integration principle as an opportunity to combine the teaching of the Ukrainian language with other subjects (history, Ukrainian literature, folklore, etc.), since the important tasks of the new Ukrainian school are the formation of a strong civil position, patriotism and respect for human dignity. We support the opinion of O. Belyaev (2005), who has pointed that the effective material mastery is facilitated by various forms of the Ukrainian language subject combination with other subjects. We see these combinations in the learning process of morphology. Foremost information helps students to understand the phenomenon of transitioning their own names into general, passing adjectives into the nouns, etc. In this case, the task of the teacher is the education of intellectually capable creative personality, able to expand their spiritual potential. The teacher should raise the student’s initiative in studying morphology and find ways to solve problem situations, using individual and group forms of work.

Theoretical and practical applications of integrated training in Ukrainian language lessons were the subject of research by domestic scientists O. Bandura, O. Belyaev, I. Belodid, L. Varzatskaya, N. Golub, S. Goncharenko, T. Donchenko, V. Droz, V. Zaets, S. Karaman, L. Matsko, V. Melnichyako, S. Omelchuk, M. Pentiluk et al. The analysis and synthesis of their papers convinces that the modern integrated lesson of the Ukrainian language is based on the abovementioned principles and promotes the development of students' thinking activities, analysis, synthesis, comparison, generalization, systematization, classification, definition of causal-consequential relations, dependencies of facts and phenomena, as well as their logical structuring, usage of elements of research, search, determination of the main and the secondary.

In the context of modern educational realities, we consider the expedient to distinguish the specific principles of teaching morphology in profile classes of secondary educational institutions according to the new Ukrainian School Concept. These include the principle of historicism, the principle of organizing learning on a research basis and the principle of activating the individual work of students.

We consider the principle of historicism as an effective mean of deep knowledge of the morphology of the Ukrainian language for the linguistic philosophy development, i.e. it is a "level of reliability, motivation, justification from the standpoint of modern linguistic science" (Goroshkina & Karaman, 2015). In the new Ukrainian school, this principle may be unconventional sources solving search problems. Students can find explanations from historical sources. Consequently, the principle of historicism creates conditions for the development of cognitive skills and critical thinking and makes possible to supplement available and systematize the acquired knowledge in the secondary school.

The principle of organizing learning on a research basis is aimed at the development of cognitive and creative abilities of students to critical thinking, ability to argue their opinions and is one of the priorities of the language education system of the new Ukrainian school. The application of this principle in the process of learning the morphology of the Ukrainian language encourages students to the research activity, enriches the educational and cognitive information that helps to reveal new aspects in the study of morphology, develops the ability to solve difficult tasks independently
and do generalizations. Thus, the principle of organizing studies on a research basis raises interest in students to study the morphology of the Ukrainian language, motivates their cognitive activity, and contributes to the development of scientific abilities, which in turn form a holistic linguistic personality, capable to not only take knowledge, but also independently acquire them.

Realities of modern language education show that school cannot be the only source of knowledge for students in morphology. They have the opportunity to find additional information on the Internet. And one of the key tasks of the school is to teach students how to use this knowledge. The principle of activating students' independent work, in our opinion, is relevant in the context of reforming a new Ukrainian school. The principle of activating independent work of students involves the ability to self-development, self-education, develops an active independent, creative and critical thinking that is needed to teach the Ukrainian language, including morphology in the new Ukrainian school.

CONCLUSION

Thus, both the analysis of linguo-didactic literature and the pedagogical activity of practicing teachers state that the traditional and new principles of studying morphology are effective at the level of secondary school that we are contemplating in connection with the implementation of the "New Ukrainian School" Concept, since approximations to the requirements of the reality and their effectiveness is tested in the practice and causes a cognitive interest in the learning morphology.

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