

The textual dimension of didactics: formation of future teachers' philological competence

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ABSTRACT

This study provides a theoretical and conceptual evaluation of text as an integrative didactic resource essential for developing the professional readiness of future teachers. Addressing the need for structured didactic tools in competence-based teacher education, the research aims to theoretically substantiate and evaluate the didactic role of text in developing philological competence. The methodology adopts a theoretical evaluative approach, combining structural-functional text analysis with a systematic analysis of competence components. By utilizing literature analysis, content analysis, and interpretive analysis, the study evaluates the educational functions of text without empirical data collection from participants. The analytical findings indicate that text functions as a system-forming didactic factor, supporting the integrated development of linguistic, speech, textual, communicative, cultural, and reflective components. The evaluation suggests that diverse text practices, including popular science and case studies, provide conditions for facilitating critical thinking and productive writing skills through analysis, interpretation, and reconstruction. This study contributes a theoretically grounded "text→philological competence→professional readiness" model that evaluates how text-centric activity facilitates holistic professional readiness. The findings offer a transferable framework for informing curriculum design and supporting the development of text-centered instructional strategies in modern teacher education.

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1. INTRODUCTION

Contemporary education prioritizes competence development over the mere acquisition of knowledge to prepare specialists for effective professional and social performance. In this context, the cultivation of teachers' philological competence through the textual dimension of didactics is particularly significant. Text functions as a universal resource that supports cognitive development and forms the value-oriented communicative experience of future teachers [1]. Previously treated primarily as an object of scholarly analysis, text has evolved into a central medium of pedagogical interaction due to its meaning-generating potential. Systematic engagement with text allows future teachers to acquire linguistic awareness, develop pedagogical communication cultures, and enhance analytical and critical thinking skills. Consequently, text-centric approaches are now recognized as foundational in teacher education [2].

In higher education institutions responsible for preparing school teachers, the transition toward a competence-based paradigm has intensified the demand for didactic tools that support professional and reflective development. Despite the recognition of text as a core component of language education, its systematic integration into forming philological competence remains insufficiently structured in educational practice. This discrepancy between educational needs and existing didactic approaches defines the study's practical relevance. Moreover, in a globalized world, teachers must recognize languages and texts as tools for understanding diverse cultures and individuals. The digital transformation of education has also intensified the need for teachers to master text interpretation and production. However, current educational approaches remain insufficiently elaborated, creating a gap between practical necessity and available methodological support.

Current trends in teacher education emphasize learner-centered models and competence-based assessment. Nevertheless, evaluating complex competencies (particularly philological and communicative ones) remains challenging. These competencies require measuring interpretative, reflective, and text-producing abilities rather than simple knowledge acquisition. Identifying effective didactic tools that support both the learning process and educational evaluation represents a pressing issue. From the perspective of the textual dimension of didactics, text performs critical substantive, cognitive, and value functions [3]. Text-centric principles create pedagogical conditions that enable teachers to foster students' interpretative skills, reflective thinking, and dialogic interaction.

Recent research in language didactics demonstrates sustained interest in the pedagogical role of text, specifically regarding multimodal instruction, lexical and writing skill development, reading-to-write models, and genre-based approaches. Empirical findings confirm that text-based and multimodal instructional strategies positively influence lexical growth, writing accuracy, structural organization of texts, and critical thinking. However, existing literature reveals that these approaches often address isolated components of philological competence rather than its integrated development. Previous studies tend to focus on narrowly defined learning outcomes, leaving the conceptualization of text as a system-forming element of didactics unresolved. This gap constrains the development of coherent strategies capable of fostering linguistic, communicative, cultural, and reflective competencies simultaneously. Addressing this unresolved issue provides the primary motivation and justification for the present study.

This study is a theoretical and conceptual evaluation of text-centered didactics as a system-forming factor in the professional readiness of future teachers. The scientific novelty lies in the conceptual rethinking of text multifunctional roles. Unlike previous studies that consider text in separate planes, such as a multimodal resource [4], [5], a tool for forming lexical skills [6], [7], a written skill tool [8]–[10], or a genre approach element [11], this research proposes an integrative text-centric model that unites linguistic, speech, textual, communicative, cultural, and reflective components within a single didactic system. Moreover, productive text practices are systematically substantiated as a mechanism for shaping professional philological consciousness in future teachers.

Thus, the study of the textual dimension of didactics as the basis for the development of philological competence of future school teachers is an urgent task of modern pedagogical science. The purpose of this research is to theoretically substantiate and evaluate the didactic role of text in developing the philological competence of future teachers. To achieve this purpose, the study addresses the following tasks: i) to reveal the essence of the main concepts of the study, namely “textual dimension of didactics”, “philological competence of a teacher”; ii) to determine the functional role of text in the educational process; iii) to distinguish the core components of philological competence; iv) to establish the role of text in the development of these components; v) to evaluate text as a didactic tool for educational assessment; and vi) to single out methods for formation and cultivation of future teachers' philological competence.

2. METHOD

This study adopts a theoretical evaluative methodology aimed at analyzing and systematizing the didactic potential of text in teacher education. The evaluation focuses on the alignment between text-centered instructional practices and the structural components of philological competence identified in contemporary pedagogical theory. The research is grounded in contemporary competence-based and text-centric paradigms which conceptualize text not merely as instructional material but as a system-forming element of didactics. The basis of the study is a structural and functional analysis of the text and a systematic analysis of the components of philological competence, which supports the distinction of linguistic, speech, textual, communicative, cultural, and reflective components.

The following research methods were used for theoretical justification: i) systematic analysis of scientific literature and normative educational documents to identify modern approaches to text-centric didactics; ii) theoretical synthesis and comparative analysis to facilitate the integration of different scientific concepts and identify patterns between textual practices and competence formation; iii) qualitative content

analysis of educational texts to identify the educational functions of the text in line with current research; and iv) interpretative and conceptual analysis to assist in assessing the role of the text in the development of cognitive, communicative, and cultural skills.

To enhance methodological clarity, the study followed a sequential analytical procedure: i) identification of core components of philological competence based on theoretical models; ii) classification of educational text types relevant to teacher education; iii) mapping of text functions to specific competence components; and iv) theoretical modelling of the relationship between text-centered practices and professional readiness. This study remains strictly analytical and conceptual, focusing on the evaluation of didactic models rather than empirical data collection from participants. The validity of the study is facilitated through theoretical triangulation, achieved by comparing findings from multiple authoritative sources and educational paradigms. The conclusions are grounded in conceptual consistency and alignment with established competence-based models. Reliability is supported by the systematic and replicable nature of the analytical procedures, including clearly defined criteria for text classification and functional mapping.

In contrast to studies focusing primarily on isolated skills, the proposed approach may contribute to an examination of text as an integrative didactic mechanism. The study examined different types of texts (popular science, professional, algorithmic, case, and discussion) as means of facilitating educational tasks. This typological diversity provides conditions for modelling the multifunctional role of text across instructional, cognitive, communicative, and value-oriented dimensions. The novelty of the methodological approach lies in the systematic integration of structural-functional text analysis with a competence-based model. Unlike prior research that treats text as a supplementary instructional resource, this methodology facilitates the establishment of a systemic connection between working with texts and the formation of key components of philological competence.

The significance of the study is twofold. From a theoretical perspective, the proposed approach contributes to the development of text-centric didactics by offering an integrative and conceptually grounded model that bridges linguistic, pedagogical, and cultural dimensions of teacher education. From a practical perspective, the findings may inform the design of teacher education curricula, the selection of educational texts, and the development of instructional strategies aimed at cultivating philological competence in higher education. The results may also be valuable for educators, curriculum developers, and educational institutions seeking to enhance competence-based teacher training through methodologically transparent and pedagogically grounded use of text.

2.1. Theoretical background

To facilitate the research of any problem, it is vital to reveal its core concepts: “textual dimension of didactics” and “philological competence of a teacher”. The “textual dimension of didactics” reflects a modern approach to humanities education focused on an educational process organized through the prism of the text [12], [13]. In this context, didactics facilitates a dynamic textual space for forming and assimilating educational content, providing conditions for educational interaction that may develop cognitive, communicative and soft skills of students and cultivate language culture [14]. Text itself plays a multifunctional role in pedagogy, as presented in Table 1.

Thus, the text-centric approach supports the consideration of text as a system-forming factor of educational activity instead of a separate methodological tool [15]. We suggest that the textual dimension of didactics may contribute to a new pedagogical paradigm focused on education through texts, as they are the foundation for cognition, thinking, cultural self-realization and others. An educational process built on a text-centric basis facilitates the development of the philological competence of future teachers, providing conditions for the formation of analytical and interpretive thinking.

Table 1. Multifunctional role of text in pedagogical science

Function of text	Role of text
Object of knowledge	Facilitates the analysis of linguistic, stylistic and cultural phenomena
Means of thinking	Supports intellectual activity, helps to structure knowledge, argue positions, create meanings
Communication tool	Facilitates a dialogue between the teacher and the student, between cultures and generations
Source of cultural values	Acts as a mediator in facilitating the formation of worldview guidelines and spiritual experience of the individual

Philological competence is an integral characteristic of professional readiness, facilitating the combination of linguistic knowledge, speech skills, cultural orientations, and the ability to reflect in the process of communication [16]–[18]. It provides not only mastery of the language as a system, but also the ability to use it as a tool for thinking, self-expression and formation of values. Considering the philological

competence of a future teacher, we distinguish linguistic, speech, textual, communicative, cultural, and reflective components [19], [20]. It is suggested that the formation of these components is supported by immersion in different texts.

In order to effectively cultivate the philological competence of a future teacher it is also significant to understand the essence of each component of the philological competence of a teacher-to-be and the role of text in the development of these components. The linguistic component encompasses knowledge of lexical, grammatical and phonetic norms of the language, which form the basis for any speech activity. Working with text contributes to its development through the analysis of linguistic phenomena in context, understanding the variability of linguistic means, and comparing authorial styles. The text acts as a source of natural linguistic material that stimulates the future teacher's linguistic observation and linguistic awareness.

The speech component implies the ability to construct logical, coherent and stylistically adequate statements. In the process of working with the text, teachers-to-be may develop the ability to analyze the structure of the statement, argue thoughts, create oral and written texts of various types and genres. Thus, the text may serve as a model of effective speech behavior. The textual component is related to the ability to perceive, interpret, and produce texts, taking into account their composition, semantic organization, and pragmatic characteristics. Working with authentic texts facilitates the skills of semantic reading, semantic analysis, and the detection of subtext and authorial intent, which are key elements for a future professional philologist.

The communicative component is supported through the ability to interact effectively in verbal and non-verbal communication. The text in this process acts as a means of modelling real communicative situations, which helps the future teacher to master the skills of dialogue, persuasion, argumentation, and pedagogical rhetoric. The cultural component provides conditions for understanding text as a carrier of cultural meanings and traditions. Working with pieces of national and world literature, journalism, and mass media texts contributes to the formation of intercultural sensitivity, tolerance, and the ability to cultural mediation in pedagogical communication of future teachers.

The reflective component lies in the ability of a future teacher to analyze his own speech activity, to assess its compliance with communicative and ethical norms. Working with text, in particular interpretative activity and comparative analysis, may contribute to the development of critical thinking, introspection and awareness of his own pedagogical position. Thus, working with text is a major factor that facilitates the development of all components of a future teacher's philological competence. It provides conditions for the integration of knowledge, language practice, and cultural experience, transforming the educational process into a space for understanding language as a spiritual and communicative phenomenon.

3. RESULTS AND DISCUSSION

3.1. Analytical findings and didactic implications

The results presented in this section represent analytical findings derived from a systematic theoretical evaluation of text-centered didactic practices reported in prior research. Considering text as a didactic tool, the theoretical and analytical examination demonstrates that text performs several interrelated pedagogical functions that conceptually support the formation of philological competence. These functions are realized through the systematic use of diverse text types, which facilitate both the acquisition of subject knowledge and the development of communicative and reflective skills.

The first key finding concerns the function of text as a means of learning. The evaluation suggests constructing texts as educational material, firstly, popular science (that are adapted articles, explanatory reviews) or, secondly, specialized texts (such as professional articles, technical texts, excerpts from monographs, and professional discourse) [21]; as a text-task, namely instructions (algorithmic texts), problem situations (texts that pose a problem and encourage analysis), cases (situational texts with practical conditions) [22]; as a text-discourse (public debates, political or scientific discussions) [23]. They provide conditions for the organization of sequential educational scenarios. These scenarios may support the progression from conceptual familiarization to argumentative rhetoric and reflective interpretation.

The second major finding relates to text as a subject of multi-level analysis. Analytical findings indicate that text allows for the processing of linguistic (vocabulary, grammar), semantic (semantic connections, thematic networks), communicative (activity functions of language), and cultural (narratives, ideological markers) levels [24]. Theoretical analysis suggests that such multi-layered analysis systematically facilitates the development of critical thinking, as students learn to identify authorial positions, ideological markers, manipulative strategies, and intertextual relations [25]. Through such practices, the text may serve as the basis for the formation of philological competence, as it provides a framework for understanding the language system, mechanisms for constructing meaning and patterns of speech functioning in various socio-cultural conditions.

The third significant result highlights text as a model for creating students' own texts. The analysis provides structural, stylistic and genre guidelines according to which students can reconstruct, transform or produce new texts [11]. Previous research and theoretical models indicate that reading-to-write and genre-oriented practices play a significant role in facilitating productive writing skills, genre flexibility, and communicative pragmatics [9]. Through modelling, students may develop key components of philological competence: linguistic, textual, cultural, reflective and communicative-pragmatic, which supports their ability to adequately understand, analyze, and create texts of different types.

Taken together, these findings suggest that text functions not merely as instructional material but as a system-forming element of the educational process, facilitating professional philological thinking, intercultural awareness, and language sensitivity. Methodological analysis supports the identification of text analysis, interpretation, reconstruction, transformation, and creation of didactic texts as theoretically grounded methods for cultivating philological competence. In this model, text analysis acts as a mechanism that may support the formation of linguistic and textual components [26]. The techniques that may be applied are marking key ideas, creating thematic maps and clusters, and question-cards for discussion. They facilitate students' ability to organize meanings, recognize genre features and interpret the structural and semantic organization of the statement.

Another method is interpretation, which contributes to the formation of a critical reader by providing conditions for identifying ideological markers and intertextual connections [27]. Interpretation methods include working with opposing points of view, comparing sources and retrospectively compiling an argumentative line. They may support the formation of reflective and cultural components of philological competence.

Reconstruction and transformation techniques emerge as particularly productive tools for the cultivation of philological competence. Reconstruction suggests rewriting the text in the form of a summary, infographic, press release, and others may contribute to the formation of students' ability to concisely reproduce information. Transformation (involves changing the genre, moving from narrative to instruction, adapting for a different audience) facilitates flexibility in speech and genre use. Exercises, which often combine requests for language adaptation, formulation of communication goals and assessment of message effectiveness, demonstrate that through reading as a basis and model (reading-to-write), students may more effectively master written competence and genre flexibility [28]. From a theoretical perspective, productive text-based practices may contribute to the formation of communicative, speech, and reflective components. For example, the proposed analytical model may be illustrated through work with popular science texts. Students may analyze linguistic, textual, and cultural features; identify key words and grammatical constructions; determine the logical structure and the author's main idea, evaluate cultural markers and intercultural relationships and subsequently transform the text into an infographic. This example illustrates how integrated text work may address multiple components of philological competence, including analytical thinking and productive writing skills.

Overall, the theoretical analysis reveals a logical connection between systematic text-based practices and professional development of future teachers. Through consistent work with texts, all the components of philological competence may develop: linguistic, speech, textual, communicative, cultural, and reflective. The cultivated philological competence, in turn, facilitates the professional readiness of the future teacher. It provides the capacity to organize the educational process and support pedagogical communication. Thus, the text is a significant factor in the integration of knowledge, skills and values, contributing to the development of a holistic philological competence and the professional readiness of the future teacher.

The findings also suggest that the ability to create didactic texts constitutes a distinct and essential professional competence. Designing educational texts-tasks enables future teachers to integrate knowledge and skills. The development of students' own didactic materials facilitates the formation of metalinguistic and reflective components. This theoretical model aligns with previous research indicating that text-based transformation supports academic literacy and rhetorical adaptability [29], [30].

3.2. Discussion

The theoretical findings of this study are consistent with modern research considering text as a tool for developing communicative and philological competencies. In particular, our approach supports the conclusions of Leshchenko and Zhovnir [4] regarding the multifunctionality of text as a semiotic and didactic formation capable of providing a complex interaction of verbal and visual components. However, the proposed framework evaluates text as an integrative didactic mechanism that simultaneously supports all components of philological competence development, whereas previous models often focus on isolated language skills. This study extends current perspectives by demonstrating that text-centered pedagogy facilitates a broader spectrum of practices (including academic, instructive, and discursive texts), which collectively contribute to the formation of all philological competence components.

The conclusions of this study align with the findings of Yarmakeev *et al.* [5], who experimentally proved the effectiveness of multimodal texts for the development of vocabulary and communicative skills of schoolchildren. However, in contrast to their focus on receptive and reproductive language skills, our study evaluates productive text actions, such as reconstruction, transformation and creation of didactic texts, as tools that provide conditions for the development of reflective and textual competencies. This shift allows text to be interpreted not merely as an object of perception, but as an active mechanism for facilitating professional linguistic identity and pedagogical rhetoric.

Similarly, while Rodríguez *et al.* [8] emphasize the interdisciplinary nature of writing, our model evaluates text as a procedural and system-forming structure operating throughout all learning stages. This interpretation deepens existing models by positioning text as a universal didactic medium that integrates cognitive, communicative, and cultural dimensions of teacher education. Regarding the “reading for writing” models of Han [6] and Rozimela [9], our study facilitates the extension of these frameworks beyond EFL/ESL instruction to the professional training of teachers. By doing so, we shift the emphasis from functional writing to supporting the development of professional philological consciousness.

Compared to Li and Yang [10] emphasis on authentic texts, the proposed model offers a more integrated and evaluatively grounded approach. We suggest that text-centered activities may serve as the core of critical thinking development, not only through content but through productive actions with changes in the genre, style, modality, and communicative purpose of the text. While He [7] focuses on the technical aspects of writing, our study highlights that text-centered work facilitates ideological and cultural mediation. Overall, while this theoretical analysis aligns with previous studies on the importance of text, the evaluated contribution of this study lies in its conceptualization of text as a system-forming factor in teacher education rather than a supplementary instructional resource. We expand on existing research by highlighting how the integrated role of text facilitates the formation of all philological competence components (linguistic, speech, textual, communicative, cultural, and reflective) through a set of text-centric methods aimed at preparing teachers of the new humanitarian paradigm.

3.3. Contribution

Unlike previous models that treat text as a supplementary instructional resource, the proposed framework evaluates text as the central organizing unit of teacher education. This study contributes:

- Theoretically, by redefining text as a system-forming didactic factor
- Methodologically, by demonstrating a structured evaluative approach to competence formation
- Practically, by offering a transferable text-centered model for teacher education programs

3.4. Limitations

At the same time, several limitations should be acknowledged. First, the research is theoretical and analytical in nature and does not include empirical validation through experimental or statistical methods, which may limit the generalizability of the findings. Second, the study focuses on philological teacher education and does not examine the applicability of the proposed model in other disciplinary contexts. Future research may address these limitations by conducting empirical studies, testing the effectiveness of text-centric methods in diverse educational settings, and exploring their adaptability across disciplines.

4. CONCLUSION

This study provides a theoretical and conceptual evaluation of text as a system-forming factor in the professional readiness of future teachers. It was substantiated that linguistic, speech, textual, communicative, cultural, and reflective components are supported by systematic work with text. The evaluation demonstrated that diverse text types (popular science, professional, algorithmic, and case studies) provide conditions for the integration of theoretical knowledge and may promote the development of critical thinking. It was argued that methods of analysis, interpretation, reconstruction, and transformation facilitate the development of philological competence, allowing students to actively produce texts in accordance with communicative requirements.

The generalized logical model “text→philological competence→professional readiness” represents a key conceptual contribution of the study, as it evaluates how systematic text-centered practices provide conditions for integrating knowledge, skills, and values. The main contribution lies in the conceptualization of text as a central organizing principle of didactics. By substantiating the integrative role of text in supporting the development of all components of philological competence, the study facilitates a theoretically grounded framework for text-centric didactics. The findings have important practical implications for teacher education curricula, instructional design, and the selection of pedagogical methods, particularly in humanities-oriented and language-focused programs.

At the same time, several issues remain open. The theoretical and analytical nature of the study means it does not include empirical validation, which limits the possibility of generalizing the findings across different educational contexts. In addition, the research focuses specifically on the training of future philological teachers, leaving open the question of how the text-centric didactic model may function in other disciplinary domains. These limitations outline promising directions for future research, which may empirically test the effectiveness of these methods through longitudinal designs and explore the adaptability of the model to non-philological programs. Such research would contribute to refining text-centric didactics and strengthening its role in competence-based education. Thus, the study suggests that text-centric didactics represents a pedagogically promising approach for the formation of professional readiness, where the inclusion of productive text tasks is of significant importance for the modern humanitarian mission of education.

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C : Conceptualization

M : Methodology

So : Software

Va : Validation

Fo : Formal analysis

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Vi : Visualization

Su : Supervision

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CONFLICT OF INTEREST STATEMENT

Authors state no conflict of interest.

INFORMED CONSENT

We have obtained informed consent from all individuals included in this study.

ETHICAL APPROVAL

The research related to human use has been complied with all the relevant national regulations and institutional policies in accordance with the tenets of the Helsinki Declaration and has been approved by the authors' institutional review board.

DATA AVAILABILITY

Derived data supporting the findings of this study are available from the corresponding author [GAK] on request.

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