



Ihor Goroshkin — Candidate of Pedagogical Sciences (PhD), Senior Researcher of Foreign Languages Teaching Department, Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine.

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e-mail: igorgoroshkin@gmail.com

ORCID iD: orcid.org/0000-0003-2694-458X

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ASPECTS OF DEVELOPING KEY COMPETENCES IN THE 5th GRADERS OF GYMNASIUM IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

The article identifies the features of fifth graders' key competences formation in foreign language lessons, illustrated with the table. It is established that the formation of key competences is a complex and lengthy process that occurs in the process of teaching a foreign language in the 5th grade of a gymnasium to varying degrees. It is emphasized that for the effective organization of work on the formation of key competences, it is important to take into account the psychological characteristics of students. The creation of psychological comfort contributes to the intensive development of thought processes, imagination, the ability to generalize, structure information and train memory.

Keywords: competence, key competences, subject competence, teaching a foreign language, gymnasium.

Formulation of the problem in general form and its connection with important scientific and practical tasks. Nowadays, teaching foreign language is of particular importance due to the dynamic transformations in economic, political and social environment, which promotes international cooperation, modernization of the economy and political and intercultural dialogue. A prominent feature of Ukrainian education is the implementation of the competence-based approach aimed at the development of a scope of competences in students. Key competences enable a person to comprehend the modern world, develop the ability of an individual to meet societal challenges.

The Concept of "New Ukrainian School" establishes ten key competences to be developed [1]. The basis for the development of the key competences in learners is formed in the primary school, so in the 5th grade this work should proceed on the principles of continuity and prospectivity.

Review of recent research and publications on the issue. The problem of forming key competences in learners has recently been in the focus of research of a significant number of scholars. A collective monograph edited by V. Redko is dedicated to highlighting the developments in revising the content of foreign language teaching based on the principles of the competence-oriented approach [2]. Aspects of implementing the competence-based approach in teaching foreign languages to students of the diversified secondary school are addressed in the article by T. Polonska [3]. The formation of key competences of the New Ukrainian School was analysed by V. Kalinin [4]. The manual "Didactic and

methodological foundations of competence-based foreign language teaching in elementary school” is dedicated to pertinent issues of competence-based foreign language teaching to primary school pupils. The results of the research defining principal trends in the development of the content of teaching foreign languages in elementary school are presented. The authors relate the revision of the content of foreign language teaching in general secondary education institutions, above all, with shifts in the strategic directions of the development of modern school, particularly with focusing teaching and learning activities on acquisition of necessary key and subject competences by the learners. In future, the aforementioned competences would allow the graduates to feel comfortable in the contemporary multinational and multicultural world [5].

Despite a considerable number of works analysing various aspects of the implementation of the competence-based approach, the issue of forming key competences in learners at foreign language lessons in the 5th grade does not lose its relevance. The problem is especially complex, since current foreign language programs for the 5th grade do not specify the peculiarities of the formation of each of the key competences.

Formulating the goals of the article. The purpose of the article is to highlight the aspects of developing key competences of the 5th graders at foreign language lessons basing on the analysis of the current state normative documents.

Presenting main material. The analysis of the content of the current curriculum in foreign languages for the 5th grade and primary school and summarizing the results make it possible to acknowledge the consistency and coherence of the development of key competences in pupils of primary school and the 5th graders [6; 7].

Let us consider the aspects of developing key competences in the 5th graders in more detail.

One of the components of such key competence as *communication in the native language* is the ability to use the Ukrainian studies component in all types of speech activities. It should be emphasized that in the 5th grade the national language is hardly used in foreign language lessons. In this regard, the formation of value attitude, which component is the learners’ pride for Ukraine, its language and culture, understanding the need to raise awareness about Ukraine in the world by means of foreign languages, as well as readiness for an intercultural dialogue, proceeds through the introduction of Ukrainian studies component in all types of speech. First of all, this is possible within such topics as “Food”, where students listen, read or tell about Ukrainian traditional cuisine, “Travel”, when students get acquainted with interesting natural and geographical sights and “Hometown/Village”. The topic “Holidays and Traditions” is deemed to be particularly interesting, since the 5th graders learn about the celebration of Christmas and Easter holidays in Ukraine. Thus, we come to the conclusion that this competence is formed within such topics as “Food”, “Travel”, “Hometown/Village” and “Holidays and Traditions”.

The competence of “*Communication in foreign languages*” is both a key and subject one. It is formed throughout the succession of foreign language lessons systematically and consistently, regardless of the subject of the lessons and language tools.

“*Mathematical competence*” is formed while acquiring a foreign language on situational basis in the process of solving communicative and educational problems by the learners, for instance, while dealing with time concepts, amount, dates, prices, air temperature, etc. In view of this, it can be concluded that the learners, in line with the requirements of competence-based content of teaching foreign languages, are involved in solving communicative and educational problems using logic and mathematical intelligence. Thus, the aforementioned competence is formed on situational basis.

Basic competences in nature science and technology are formed within the topic for situational communication “Nature”. While acquiring it, the 5th graders familiarize themselves with weather and natural phenomena. This improves their skills to describe natural phenomena in a foreign language and analyze and evaluate their role in human life. The learners’ vocabulary allows them to express their impressions of their own observations of nature, thus enabling diversification of topics for communication.

Digital competence is formed while implementing a relevant set of speech functions. It is formed systematically in the process of foreign language teaching and learning while employing

information technology, games, social networks, which are deemed to be an integral part of modern educational process.

Psychologists argue that students born in the 21st century are accustomed to using computers, laptops, tablets and smartphones and hence integrating these tools in the educational process is logical and appropriate. A review of the content of foreign language textbooks for the 5th grade showed that all of them have audio support, which provides the opportunity for learners to practice listening skills and acquire the received pronunciation of sounds. Some textbooks contain links (QR codes) to multimedia content on the Internet. Thus, the introduction of smartphones to the educational process could also enable the formation of the aforementioned competence. The 5th graders have vocabulary large enough to communicate in a foreign language in the information space.

“*Learning to learn*” competence involves the formation of learners’ ability to work independently with a textbook, to search for new information in various sources and to critically evaluate it. They demonstrate the ability to work independently with a textbook and a workbook and to interpret a system of signs that could guide their learning activities. They also endeavour searching for information from various sources and arranging their time and study space. In the 5th grade, it is important to help the learners structure their time and learning space and objectively evaluate their own learning achievements. The aforementioned competence is mainly formed in the process of gradual involvement of learners in independent work and constant enrichment of the learners’ vocabulary. Thus, we conclude that this competence is formed systematically, regardless of the topic and content of the learning tasks.

Such key competence as “*initiative and entrepreneurship*” requires the formation of the ability to initiate oral, written, notably online, interaction in a foreign language to address a specific life situation. In foreign language lessons, it is advisable to encourage the 5th graders to present their ideas and initiatives using communicatively expedient language tools. In today’s environment, it is necessary to engage the learners not only in oral or written communication, but in online one as well. By the 5th grade learners should realize that language proficiency plays an important role in achieving success, building a successful career and financial wellbeing. This competence is also formed systematically, regardless of the topic and content of the learning tasks.

Social and civic competences are formed entirely through the improvement of the 5th graders’ skills to use efficient communication strategies to work with classmates in pairs and in groups; to take advantage of the multilingualism for intercultural dialogue. It is expedient to explain to the learners that efficient communication involves consideration of an impact of a word on mental health of a person and responsible use of linguistic tools of a language.

Moreover, in the 5th grade, the learners undergo socialization, since they should get accustomed to new teachers and learn how to communicate with strangers. This largely provides for the formation of the aforementioned competence. In view of this, we assume that this competence is formed systematically.

Cultural awareness and self-expression requires advanced skills of using a language for spiritual, cultural and national self-expression and self-fulfilment; adhere to the culture of speech that is an indicator of a common personality culture; adhering to standards of speech, which could be deemed as an attribute of a general culture of an individual; using etiquette constructions; and expressing one’s own feelings, emotional experience and judgement through the use of a language. In line with the requirements of the curriculum, the 5th graders are familiarized with such topics as “Food” (national cuisine), “Travel” (general information about Ukraine and the country of the target language), “Hometown/Village” (basic historical and cultural information), “Holidays and Traditions” (calendar of public holidays, traditions of celebration in Ukraine and the country of the target language) which enables the learners’ awareness of the importance of culture for an individual and the society [7]. Taking this into account, we believe that this competence is formed systematically.

According to the content of the current curriculum, in the 5th grade, the formation of such key competence as *environmental literacy and healthy living* is envisaged. Topics of situational communication “Food”, “Nature”, “Recreation and leisure”, “School life” [7] are included. It should be noted that while working on the topic “Nature” a comprehensive acquisition of the aforementioned topic is envisaged.

While mastering such topics as “Food” (healthy and junk food), “Recreation and leisure”, “School life” a certain forcing of the competence is possible, provided the tasks with the relevant vocabulary are included, for instance, healthy eating, the role of leisure and relaxation, information on human health, etc.

In this table, we display some aspects of forming key competences in the 5th graders.

Table 1

Formation of key competences of 5th grade students in foreign language lessons

Key competences	Topics of situational communication								
	Me, my family, my friends	Clothes	Food	Recreation and leisure	Nature	Travel	Hometown/Village	Holidays and traditions	School life
Communication in the mother tongue	Not formed		PF	Not formed			Partially formed		NF
Communication in foreign languages	Formed								
Mathematical competence	Formed situationally								
Basic competences in nature science and technology	Not formed				F		Not formed		
Digital competence	Formed situationally								
Learning to learn	Formed								
Sense of initiative and entrepreneurship	Formed								
Social and civic competences	Formed								
Cultural awareness and expression	Not formed		F	Not formed			Formed		NF
Environmental literacy and healthy living	Not formed		Formed situationally		F		Not formed		FS

Explanation: F – formed, NF – not formed, PF – partially formed, FS – formed situationally

To provide efficient work on the formation of key competences of the learners, it is expedient to account for their psychological characteristics. I. Zymnia asserts: “Specific social activities of a teenager involve better perception and sensitivity to assimilation of norms, values and behaviours manifested in the adult world and the respective relationships” [8, p. 176]. According to the results of psychological research (I. Zymnia, O. Serhieienkova, D. Feldstein, etc.), the 5th graders are already capable of comparing

individual linguistic phenomena and structures. As a result, they might reveal certain patterns of native and foreign languages. This contributes to a better understanding of both languages.

In their teens, learners seek new experiences that might broaden their outlook. They have a desire to feel their importance, and in such a way get their peers interested in their intellect. However, it must be borne in mind that this age is characterized by the waning spirit of intellectual rivalry and indifference to learning. Each student should be given an opportunity to express one's own opinion freely, to suggest ways to tackle the issue at the lesson and, above all, to be heard and understood. Therefore, the creation of psychological comfort contributes to the intensive development of cognition, imagination, ability to generalize and structure information and memory training. In that context, it is easier to form a respectful attitude, appreciation of history, culture, traditions of the country of the target language. This is what contributes to the formation of such an important quality of personality as tolerance.

Conclusions and prospects for further research. Thus, the study shows that the formation of key competences in the 5th graders is based on their learning experience in primary school. The development of key competences is a complex and time-consuming process that proceeds differently. It requires the development of optimal methodological tools.

The prospects for further research lie within the elaboration of diagnostic materials aimed at determining the levels of formation of each key competence of the 5th graders in the process of teaching foreign languages.

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Игорь Горошкин, кандидат педагогических наук, старший научный сотрудник отдела изучения иностранных языков Института педагогики НАПН Украины, г. Киев, Украина.

ОСОБЕННОСТИ ФОРМИРОВАНИЯ КЛЮЧЕВЫХ КОМПЕТЕНТНОСТЕЙ УЧАЩИХСЯ 5-го КЛАССА ГИМНАЗИИ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

В статье определены особенности формирования ключевых компетентностей пятиклассников на уроках иностранного языка, проиллюстрированные с помощью таблицы. Установлено, что формирование ключевых компетентностей – сложный и длительный процесс, происходящий в процессе обучения иностранному языку в 5-м классе гимназии в разной степени. Акцентировано внимание, что для эффективной организации работы по формированию ключевых компетентностей важно учитывать психологические особенности учеников. Создание психологического комфорта способствует интенсивному развитию мыслительных процессов, воображения, умений обобщать, структурировать информацию, тренировке памяти.

Ключевые слова: компетентность, ключевые компетентности, предметная компетентность, обучение иностранному языку, ученики 5-х классов, гимназия.

Игорь Горошкин, кандидат педагогических наук, старший научный сотрудник отдела изучения иностранных языков Института педагогики НАПН Украины, м. Київ, Україна.

ОСОБЛИВОСТІ ФОРМУВАННЯ КЛЮЧОВИХ КОМПЕТЕНТНОСТЕЙ УЧНІВ 5-го КЛАСУ ГІМНАЗІЇ В ПРОЦЕСІ НАВЧАННЯ ІНОЗЕМНИХ МОВ

У статті з'ясовано особливості формування ключових компетентностей п'ятикласників на уроках іноземної мови в гімназії. Установлено, що формування ключових компетентностей – складний і тривалий процес, що відбувається різною мірою. Компетентність «Спілкування іноземними мовами» є водночас ключовою й предметною, формується на всіх уроках іноземної мови системно та послідовно, незалежно від тематики уроків, мовного інвентаря. Системно формуються інформаційно-цифрова компетентність, ініціативність і підприємливість, уміння вчитися упродовж життя, обізнаність та самовираження у сфері культури екологічна грамотність і здорове життя, соціальна й громадянська компетентності. Визначено, що ситуаційно формуються такі компетентності, як спілкування державною (і рідною в разі відмінності) мовами, передусім у межах тем «Подорож», «Рідне місто/село», «Свята і традиції», «Харчування». Формування математичної компетентності відбувається також ситуаційно в процесі розв'язування учням комунікативних та навчальних проблем, наприклад, коли йдеться про час, кількість, конкретну дату, ціну, температуру повітря тощо. Основні компетентності в природничих науках формуються насамперед у межах теми ситуативного спілкування «Природа». Акцентовано увагу, що для ефективної організації роботи з формування ключових компетентностей важливим є врахування психологічних особливостей учнів. Необхідно дати кожному учневі можливість вільно висловлювати власну думку, пропонувати шляхи розв'язання порушеної на уроці проблеми та, що найголовніше, бути почутим і зрозумілим. Створення психологічного комфорту сприяє інтенсивному розвитку мисленнєвих процесів, уяви, умінь узагальнювати, структурувати інформацію, тренуванню пам'яті. За таких умов легше сформувати шанобливе ставлення, повагу до історії, культури, традицій країни, мову якої учні вивчають. Саме це й сприяє формуванню такої важливої якості особистості, як толерантність.

Ключові слова: компетентність, ключові компетентності, предметна компетентність, навчання іноземної мови, учні 5-х класів, гімназія.