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COMPETENCE-ORIENTED FOREIGN LANGUAGES TEACHING TO STUDENTS OF GYMNASIUMS IN GRADES 5–6: PROGNOSTIC CONCEPTS

The article presents the prognostic concepts of competence-oriented foreign language teaching to 5–6th grade students of gymnasiums according to the requirements of the New Ukrainian School and taking into account the new State standard of basic secondary school and updated curricula. This study to a certain extent continues the previous one, which was devoted to the problem of teaching foreign languages to primary school students according to the competence-based approach. The authors outline and substantiate the socio-pedagogical need for scientific study of the problem on competence-oriented foreign languages teaching to students of gymnasiums in grades 5–6, provide convincing statements about the relevance of the research problem, determine and interpret the scientific and methodological directions of its development, reveal scientific and theoretical basis for its implementation, determine the means for implementation of the study, predict

the expected results. The results of the study are aimed at improving the quality of teaching foreign languages to gymnasium students in grades 5–6 in accordance with the requirements of the current level of foreign language skills as a means of intercultural communication and in the context of a competence-oriented approach to learning; they will create the preconditions for successful study of foreign languages in gymnasiums. The prospects for further research are clearly and reasonably indicated.

Keywords: foreign languages teaching; intercultural foreign language communicative competence; students of a gymnasium.

Introduction. The various social and economic transformations, taking place in the modern world, are caused primarily by the intensification of international contacts that occur between states with different languages and cultures, they are also the result of citizens' mobility in the world. This requires a certain revision of attitudes towards a foreign language as an important means of intercultural communication in today's multicultural and multilingual environment.

The modern development of foreign language school education is characterized by the introduction of a competence-based approach to teaching, which is most consistent with the needs of society and graduates of general secondary education institutions and should contribute to the formation of a competent person who could successfully live and create in a rapidly changing society. This necessitates the revision and study of certain aspects of foreign language teaching methodology, including the objectives, content and means of their implementation in school practice.

The choice of the first cycle of basic secondary education – a gymnasium (grades 5–6) is caused by the fact that it systematically continues to some extent the previous one, which was devoted to the problem of competence-oriented teaching foreign languages to primary school students (2017–2019), and is based on the experience gained by them in grades 1–4. After completing the course, students have a certain understanding of the foreign language they have learned, they received minimal educational experience in this field, in particular, they mastered a certain amount of lexical and grammatical knowledge, they formed the basic language abilities and skills, and mechanisms for foreign language communication began to develop actively. For the students of the 5th grade of gymnasiums the foundation was created in the form of linguistic, speech and educational experience, acquired not only in the foreign language field, but also during the study of other training courses.

The analysis of the formation and development of this problem shows that in scientific theory and school practice there are some, sometimes significant, semantic differences in understanding certain issues of methodology, first of all, in the unreasonable provision of students' educational activities with characteristics inherent in the acquisition of knowledge, to which a significant amount of relevant exercises are directed. And the formation of foreign language abilities and skills is often not given due attention, which leads to minimizing their significance and functions for successfully mastering the mechanisms of foreign language communication. In addition, teachers and authors of educational literature often do not fully take into account the peculiarities of the development of teenage students, their potential capabilities, acquired experience and interests.

A certain inaccuracy and incompleteness of these concepts understanding, as well as certain objectives and content of teaching foreign language communication, inconsistency with the development tendencies of modern school foreign language education leads to an inadequate perception of their essence and functions, and, as a consequence, to erroneous actions both in organizing the process of teaching foreign languages, and in the choice of means, in particular textbooks and manuals, which would effectively provide educational activity. Meanwhile, according to the results of psychological research [1; 2], the level of students development of this age is characterized by a significantly larger volume of potential opportunities for mastering foreign language communication: they have significant physiological changes in memory, attention, analytical skills; the ability to systematize, analyze, compare, generalize, draw conclusions is developing. In accordance with the above statements, a research is considered relevant if it will

improve current didactic and methodological views on foreign language teaching methods on competence-based principles.

Literature review. The issue of competence-oriented education is not new to the global, in particular the European society. Its various aspects as conceptual guidelines for the implementation of changes in the national school education have been considered at the state and scientific levels in relation to different academic subjects, including foreign languages. First of all, this issue was raised in the Common European Framework of Reference for Languages [3], which clearly indicates the importance of constructing the content of education on the basis of competence-based approach. This direction has become a priority in the content of various declarations and recommendations of the Council of Europe and, accordingly, of the state educational documents of European countries. It also began to play a prominent place in the educational policy of Ukraine: there were cardinal changes in the definition of the objectives and content of education [4; 5], its characteristics are described according to a number of school courses, some scientific researches have been carried out in the framework of some topics and subjects that are studied in the school. State documents, that guide and regulate the educational policy of Ukraine (The National Strategy for the Development of Education in Ukraine until 2021, Laws of Ukraine “On Education”, “On Comprehensive Secondary Education”, The Concept of the New Ukrainian School, The State Standard of Primary Education, The State Standard of Basic Secondary Education, etc.), to some extent declare the competence-based paradigm of the national school education, and it is about the formation of key competences and competent personality of the modern student who could live and create in today’s rapidly changing society.

The basic provisions of the competence-based approach to teaching are described in the scientific publications of Ukrainian scholars-educators: N. Bibik, N. Holub, O. Lokshyna, O. Liashenko, O. Ovcharuk, O. Pometun, O. Savchenko, and others. This problem found a certain imprint in the field of foreign language education (N. Basai, O. Bihych, N. Borysko, I. Horoshkin, L. Zienia, L. Kalimina, S. Nikolaieva, O. Pasichnyk, T. Polonska, V. Redko, etc.). In particular, the researchers of Foreign Languages Teaching Department of the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine [6; 7; 8; 9; 10; 11] investigated various aspects of teaching foreign language communication on competence-based principles, clarified their views on the construction of content for competence-oriented teaching and assessment of student knowledge, outlined the main tendencies in the development of competence-oriented foreign language teaching in primary school and peculiarities for formation of subject and key competences of 1st–4th grade students in the context of the requirements of the New Ukrainian School, etc.

The scientists participating in the study of the new research topic are the developers of the State Standards for Foreign Languages (V. Redko), the authors of valid curricula for different types of schools and all levels of school education (V. Redko), authors of school textbooks and educational manuals (O. Pasichnyk, T. Polonska, V. Redko), monographs, educational and methodical manuals, methodical recommendations, e-learning tools and more.

However, deep and convincing studies on the organization and conducting competence-oriented foreign language teaching to 5–6th grade students of basic schools (gymnasiums) were not revealed. The issues raised by some of the authors of scientific publications fluently discovered this problem and were mainly indirectly correlated to it, or were generally considered throughout the educational process in institutions of general secondary education. The results of the studies were not systemic in nature and were not generalized.

Purpose statements: to outline and substantiate the socio-pedagogical need for the scientific research “Methodology of competence-oriented foreign language teaching to 5–6th grade students of gymnasiums”; to interpret its scientific and methodological directions of development, determine the means of implementation and predict the expected results.

Discussion. We consider the concept not just as a notion, but as an innovative idea that contains creative meaning, a product that demonstrates this idea. That is, prognostic concepts are nothing more than an author’s vision of the need for a thorough study of the proposed research,

the ways of its implementation and the expected results. The idea of the research is to solve the problem of continuity between primary and basic schools for the formation of students' multilingual intercultural communicative competence as a strategic feature of competence-oriented teaching, which is a determining priority in modern school language education. For this purpose, it is advisable to organize educational activities within a specially created educational foreign-language communicative environment in the form of dialogue of cultures as a special philosophy of interaction between native and foreign-language cultures, as well as the phenomenon of modern multicultural community.

During the study of the problem on teaching foreign languages in primary school (2017–2019), the conception of competence-oriented foreign languages teaching, 3 monographs, methodical recommendations, 57 articles, 46 conference and abstract materials on issues of competence-oriented teaching foreign languages to primary school students were prepared and published. In addition, a collective manuscript of a teaching manual on didactic and methodological foundations of competence-oriented foreign language teaching in primary school has been prepared.

The results of previous scientific research indicate the creation of proper fundamentals in primary school for mastering a foreign language in secondary school, formation of foreign language subject and key competences of gymnasium students in grades 5–6 according to the competence-based approach and the requirements of the New Ukrainian School.

Grades 5 and 6 are exactly that stage of education, when students begin to actively and consciously master lexical and grammatical units, they develop mechanisms of communication on the basis of a large volume of language means within the various topics provided by the current curriculum; skills of independent activity, creative abilities, communication skills achieve a higher level of development, allowing to be more active in creative activities, to develop mechanisms of communication in various types of speech activity, in particular in situational and dialogic forms.

Taking into account the above, it is necessary to use a systematic approach to the implementation of the research, namely, to clarify the nature and means of realizing intercultural foreign language communicative competence as a subject matter, defining a system of exercises and tasks for the formation of abilities and skills for mastering key competences within the framework of topics and language tools, outlined in the curriculum for gymnasiums (grades 5–6), making some clarifications to the content of the curriculum in foreign languages, the need for scientific substantiation of conceptual foundations of competence-oriented teaching methodology, designing a scientific base for constructing the content of relevant school educational literature. This is particular true for the textbooks in foreign languages as important multifunctional teaching tools of foreign language communication, able to diversify the educational activities of students, as well as the professional work of a teacher, and serve as a methodological basis for their activities aimed at the formation of students' key and subject intercultural foreign language communicative competences.

Considering intercultural foreign language communicative competence as a certain combination of value orientations, knowledge, abilities and skills of productive and receptive activity aimed at the students' conscious mastery of the meaning, form and functions of linguistic units in oral and written communication and the mechanisms of their use in speech, we consider it appropriate to theoretically determine and scientifically substantiate pedagogical conditions contributing the formation of a competent student personality, capable of acquiring communicative experience in an educational foreign language environment, learn to independently analyze situational communication needs and make the necessary decisions, be ready to enrich one's foreign language experience in accordance with his/her own social and communicative intentions.

In our opinion, the forecasted research should be based on the positions concerning intercultural foreign-language communicative competence, in particular:

- 1) intercultural foreign language communicative competence of gymnasium students in grades 5–6 is a combination of knowledge, skills, methods of activity, relationships, motives necessary for conscious implementation of communicative actions aimed at mastering foreign language communication within the requirements of the curriculum;

2) intercultural foreign language communication competence is an integrated characteristic of a student's personality which involves the mastery of his/her experience of foreign language communication in oral and written forms within the framework of curriculum requirements and the assimilation of cultural values of the people whose language is being studied, which is carried out in the form of a dialogue of cultures.

The formation of intercultural foreign language communication competence is an activity organized within the following structural components:

- *motivational*: students' attitude to learning and awareness of the social need for mastering a foreign language as a means of intercultural communication, value orientations;
- *cognitive*: knowledge, abilities, skills, experience of foreign language communication activities;
- *activity-oriented*: ways and forms of performing educational actions aimed at conscious mastering of foreign language communicative activity;
- *controlling and evaluative*: self-assessment and self-control of educational achievement level;
- *reflective*: self-analysis, self-esteem, self-correction of the process and own learning outcomes;

The objectives and content of intercultural foreign-language communicative competence provide for the mastery of foreign language by students to meet the diverse socio-economic and cultural-educational needs of life in today's multicultural and multilingual world and understanding of the characteristics of other cultures, and are determined on the basis of such competences as its structural components:

- *informational*: to demonstrate the ability to learn to use a textbook, reference literature, speech samples, a dictionary, the Internet and other available sources; to analyze, systematize, summarize the information received from different language sources according to student's own age and potential, communicative situational needs and acquired educational experience;
- *axiological*: to express emotional and evaluative relations to objects of communication; formulate and, in accordance with their own linguistic capabilities, substantiate value judgments and opinions regarding the objects and phenomena around which communication takes place;
- *linguistic*: to show the ability to use lexical and grammatical material for the generation and perception of foreign language texts;
- *speech*: to show the ability to organize, participate and support foreign language communication in verbal and written forms, in accordance with verbal norms;
- *sociocultural*: to master a foreign language in relation to the culture of the people it communicates with.

So, the challenge for researchers is to develop a methodology for the competence-oriented foreign languages teaching to students in grades 5–6 of gymnasiums based on integrated mastery of the foreign language and culture of the country the language being studied. And for this, they must perform a number of tasks:

1. Theoretically identify and scientifically substantiate the methods, forms and means of competence-oriented foreign languages teaching in grades 5–6 of gymnasiums.
2. To identify and characterize the didactic and methodological conditions for organizing the process of integrated teaching a foreign language and culture with the aim of forming intercultural foreign language communicative competence to students as a priority tendency of competence-oriented teaching.
3. To develop a system of speech situations for competence-oriented foreign language teaching to students of gymnasiums in grades 5–6 on the basis of integrated mastery of the language and culture.
4. To identify and characterize the levels of development and determine criteria for assessing the intercultural foreign language communicative competence of students in grades 5–6.
5. Theoretically develop and scientifically substantiate the conceptual foundations of the content and structure of a school textbook in a foreign language, which insures competence-oriented teaching foreign language communication to students.

6. To test individual theoretical positions of scientific research in school practice and check its effectiveness in the educational process.

7. Scientifically substantiate and develop methodological recommendations “Formation of intercultural foreign language communicative competence of 5–6th grade students of gymnasiums”.

8. To prepare manuscripts of the monograph “A school textbook in a foreign language: designing, constructing, testing” and the methodical manual “Methodology of competence-oriented foreign languages teaching to 5–6th grade students of gymnasiums”.

The developers of the study assume that the content of the research will be based on the following hypothetical propositions:

- the formation of intercultural foreign language communicative competence will be carried out in a special educational foreign language communicative environment, which through the use of appropriate exercises and tasks will contribute to the development of students’ foreign language cognitive interests, will ensure the formation of intercultural foreign language communicative competence and improve their educational experience;
- the content of educational activities within the educational environment will provide for the students to carry out educational activities aimed at the formation of key and subject intercultural foreign language communicative competences, and will also contribute to the development of creative abilities and the willingness of students to independently and consciously carry out creative activities, will stimulate reflection on their own learning opportunities and the achieved results;
- students’ educational activities and teacher’s methodical work will be guided by a textbook, the content of which is designed as a polydidactic system of educational actions of the main subjects of the educational process, constructed on the basis of scientific and theoretical concepts dominating in modern school foreign language education: competence-based, communicative, activity-oriented, personality-oriented and cultural approaches.

Accordingly, the research concept will be based on the understanding the goals, content and means of competence-oriented foreign languages teaching to 5–6th grade students of gymnasiums as a structural component of the whole school foreign language education, and on the basis of a systematic approach is considered as a holistic formation that functions as a subsystem in the macrostructure of the whole system and demonstrates continuity and interaction with the school-wide environment, illustrating the dynamism of its development and contributing to the optimization and efficiency of the entire educational process.

The development of scientific approaches will be carried out in accordance with age characteristics and potential capabilities of students of specified age, their interests, inclinations, motives, educational and life experience, which necessitates a review of the content of a school textbook in a foreign language as the main means of learning. The textbook provides students with a system of educational actions aimed at the formation and development of intercultural foreign language communicative competence; in particular, development of mechanisms of foreign language communication in oral and written forms in relation to mastering certain aspects of the culture of the people whose language is being studied. A number of approaches for teaching foreign languages to 5–6th grade students, in particular competence-based, communicative, activity-oriented, personality-oriented and cultural, will serve as a priority conceptual framework for the research, as well as the main principles of the Common European Framework of Reference for Languages.

Methods of research: theoretical (analysis of scientific and educational literature, curricula, conceptions; study and generalization of teaching foreign languages experience in basic schools); *empirical* (conversations with teachers and students, questionnaires, pedagogical observation, modelling, diagnosis); *experimental* (testing theoretical principles outlined in the methodological recommendations, the content of the monograph and the educational manual).

The realization of this research determines the achievement of certain *theoretical scientific results*, namely:

- theoretical definition and scientific substantiation of conceptual foundations for the methodology of competence-oriented foreign languages teaching to 5–6th graders of gymnasiums;
- substantiation of methodological approaches to creating a technology for the formation of key and subject-oriented intercultural foreign-language communicative competence of 5–6th grade students of gymnasiums, in particular, complexes of exercises and tasks, contributing the formation of communication mechanisms in receptive and productive types of speech activity;
- definition of didactic and methodological concepts for designing and constructing the competence-oriented content of a school textbook in a foreign language as a means of forming a student's competent personality, able to use a foreign language, if necessary, as a means of intercultural communication.

It is expected to determine and substantiate the methods, forms and means of competence-oriented foreign languages teaching to students in grades 5–6 of gymnasiums, as well as to identify and characterize the conditions for organizing the process of integrated teaching a foreign language and culture with the aim of creating intercultural foreign-language communicative competence. Assessment of students' academic achievement based on the results of using the proposed methodology requires determining the levels of formation and criteria for assessing the intercultural foreign language communicative competence of students in grades 5–6. The effectiveness and efficiency of the proposed methodology requires verification in school practice. In order to provide teachers with learning resources for a scientifically rational organization of the educational process, it is planned to prepare manuscripts of methodological recommendations and a methodological manual.

In our opinion, the research carried out will have a certain *practical value*, which will be:

- providing a system of school foreign language education with the theoretical and methodological foundations of competence-oriented foreign languages teaching to 5–6th grade students of gymnasiums, which will be covered in the methodological manual "Methodology of competence-oriented foreign language teaching to 5–6th grade students of gymnasiums";
- development of methodological recommendations "Formation of intercultural foreign language communicative competence of 5–6th grade students of gymnasiums", which will reveal the technology for formation of key and subject intercultural foreign language communicative competence, that can serve as a methodological basis for teachers to organize the process of competence-oriented foreign language teaching to 5–6th graders of gymnasiums;
- preparation of the monograph "A foreign language school textbook: designing, constructing, testing", which will present the conceptual principles of creation and approbation of competence-oriented content of a school textbook in a foreign language in institutions of general secondary education, including grades 5 and 6 of gymnasiums.

The whole complex of expected research results can serve as a didactic and methodological basis for supporting and focusing the professional work of teachers and methodologists in foreign languages, as well as the authors of school textbooks in their activity to create educational literature.

Implementation of the research results into school practice should improve the quality of teaching foreign languages to gymnasium students in grades 5–6 in accordance with the requirements of the current level of foreign language skills as a means of intercultural communication and in the context of a competence-oriented approach to learning; will create the preconditions for successful study of foreign languages in gymnasiums.

Conclusion. So, we have revealed the prognostic concepts for studying the problem of competence-oriented foreign languages teaching to 5–6th grade students of gymnasiums. It is assumed that the conducted scientific study will enable to achieve the following results: 1) to develop conceptual approaches for designing competence-oriented content for teaching foreign languages to 5–6th grade students of gymnasiums; 2) to determine and scientifically substantiate the essence and

the component composition of the subject foreign language and key competences of 5–6th grade students of gymnasiums; 3) to determine and substantiate the levels of formation and criteria for assessing the intercultural foreign language communicative competence of 5–6th grade students of gymnasiums; 4) to identify and substantiate the conceptual principles of designing, constructing and testing the content of a modern foreign language school textbook as a multifunctional didactic system and a means of competence-oriented foreign language teaching. These results will be reflected in the monograph, methodical manual, methodological recommendations, a number of articles, abstracts and conference materials.

In addition, the research related to competence-oriented foreign language teaching of gymnasium students in grades 5–6 will allow for some adjustments to the content of existing curricula, to orient the activity of the authors of school education literature in accordance with the competence-based paradigm of constructing its content, will help to form clear ideas for teachers in organization of their activity based on a competence-oriented methodology.

The conducted research will be able to serve as a scientific basis for its development in the next stages of foreign language teaching in accordance with educational experience, age opportunities and foreign language communicative needs of students in gymnasiums and lyceums.

The problem on peculiarities of competence-oriented foreign language teaching to 5–6th grade students of gymnasiums does not exhaust the potential for studying the phenomenon relevant to modern school foreign language education. Its other aspects may be the objects of studying the content of students' educational work and for teachers' professional activities in the next stages of general secondary education.

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КОМПЕТЕНТНОСТНО-ОРИЕНТИРОВАННОЕ ОБУЧЕНИЕ ИНОСТРАННЫМ ЯЗЫКАМ УЧАЩИХСЯ 5-6 КЛАССОВ ГИМНАЗИЙ: ПРОГНОСТИЧЕСКИЕ КОНЦЕПТЫ

В статье представляются прогностические концепты компетентно-ориентированного обучения иностранным языкам учащихся 5–6 классов гимназий в соответствии с требованиями Новой украинской школы. Авторы определяют и обосновывают социально-педагогическую потребность в научном изучении проблемы компетентно-ориентированного обучения иностранным языкам учащихся 5–6 классов гимназий, приводят убедительные утверждения актуальности проблемы исследования, определяют и интерпретируют научно-методические направления его развития, раскрывают научно-теоретические основы для его проведения, определяют средства реализации исследования, прогнозируют ожидаемые результаты. Результаты исследования направлены на повышение качества обучения иностранным языкам в 5–6 классах гимназий в

соответствии с требованиями настоящего времени относительно уровней владения иностранным языком как средством межкультурного общения и в контексте компетентностно ориентированного подхода к обучению; на создание предпосылок для успешного изучения иностранных языков в гимназиях. Четко и обоснованно указано перспективы дальнейших исследований.

Ключевые слова: обучение иностранным языкам; межкультурная иноязычная коммуникативная компетентность; ученики гимназии.

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КОМПЕТЕНТІСНО ОРІЄНТОВАНЕ НАВЧАННЯ ІНОЗЕМНИХ МОВ УЧНІВ 5–6 КЛАСІВ ГІМНАЗІЙ: ПРОГНОСТИЧНІ КОНЦЕПТИ

Сучасний розвиток шкільної іншомовної освіти характеризується впровадженням компетентісного підходу до навчання, що найбільше відповідає потребам суспільства і випускників закладів загальної середньої освіти, має сприяти формуванню компетентної особистості, котра могла б успішно жити і творити в швидкозмінному соціумі. Це зумовлює необхідність перегляду й дослідження окремих аспектів методики навчання іноземних мов, у тому числі цілей, змісту та засобів їх реалізації у шкільній практиці. У статті презентуються прогностичні концепти компетентісно орієнтованого навчання іноземних мов учнів 5–6 класів гімназій відповідно до вимог Нової української школи та з урахуванням нового Державного стандарту базової середньої освіти та оновлених навчальних програм. Це дослідження певною мірою продовжує попереднє, яке було присвячено проблемі навчання іноземних мов учнів початкової школи на засадах компетентісного підходу та ґрунтується на досвіді, набутому ними в 1–4 класах. Для учнів 5-го класу гімназій створилася основа у вигляді мовного, мовленнєвого й освітнього досвіду, набутого ними в іншомовній галузі в початковій школі. Значну роботу було проведено науковими співробітниками відділу навчання іноземних мов Інституту педагогіки НАПН України щодо вивчення різноманітних аспектів компетентісно орієнтованого навчання іноземних мов учнів початкової школи (підготовка концепції, методичних рекомендацій, монографій, навчально-методичного посібника тощо), що слугуватиме науковим підґрунтям для продовження дослідження зазначених питань у 5–6 класах гімназій.

Автори окреслюють та обґрунтовують соціально-педагогічну потребу в науковому вивченні проблеми компетентісно орієнтованого навчання іноземних мов учнів 5–6 класів гімназій, наводять переконливі твердження актуальності проблеми дослідження, окреслюють та інтерпретують науково-методичні напрями його розвитку, розкривають науково-теоретичні засади для його проведення, визначають засоби реалізації дослідження, прогнозують очікувані результати. Результати дослідження спрямовано на підвищення якості навчання іноземних мов у 5–6 класах гімназій відповідно до вимог сьогодення щодо рівнів володіння іноземною мовою як засобом міжкультурного спілкування та в контексті компетентісно орієнтованого підходу до навчання; на створення передумов для успішного вивчення іноземних мов в гімназіях.

Чітко й обґрунтовано зазначено перспективи подальших досліджень.

Ключові слова: навчання іноземних мов; міжкультурна іншомовна комунікативна компетентність; учні гімназій.