EDUCATORY PROCESS AS ONE OF THE FORMATION PREREQUISITES FOR THE KEY COMPETENCES OF THE SECONDARY SCHOOLCHILDREN

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аспірантка, молодший науковий співробітник науково-організаційного відділу Інституту педагогіки НАПН України, перекладач англійської та німецької мов. Сфера наукових інтересів: історія та сучасний стан іншомовної освіти за кордоном. Тема дисертаційного дослідження: «Організаційно-педагогічні умови навчання іноземних мов у середніх загальноосвітніх закладах Сполученого Королівства Великої Британії та Північної Ірландії»

The article is devoted to the didactic conditions of the process of the formation of key competencies of the pupils of secondary schools. Much attention was paid to the classification of the didactic bases and the role of every type of didactic conditions in the formation of that or another key competence; the notion of the key competence and the learning progress of a secondary school pupil was specified; the ways of the school education improvement in the aspects of creating the curriculum of the discipline in general and planning every lesson in particularly, the organisation of the education process at the lesson, the guarantee of the favourable working atmosphere, the organization of the children's working space in terms of the type of the tasks performed at the lesson were suggested.

In the article, the most effective methods and techniques which can be used at the lesson with the purpose of the formation of the skills and abilities as the components of that or another key competence of a modern schoolchild were underscored. A special emphasis was put on those methods and techniques which guarantee a schoolchild's motivated learning and his/her conscious mastering of the new material.

Keywords: didactic bases, key competences, method, technique, organization of learning

The development process of the modern education requires the stable improvement of the education content which must be mainly aimed at the formation of a personality who will become competitive not only at the labour market but also in any social sphere in future. Such personality will be ready to the lifelong self-realization and self-development, be able not only to acquire some theoretical pieces of knowledge but also to apply to them in their activity. It means that, first of all, it is necessary to improve those didactical aspects of the educatory process the purpose of which is the formation of such key competences of the secondary schoolchildren as civil, social, informational, communicative, and common cultural ones. The didactic fundamentals which have the most considerable impact on the key competences formation comprise the model of teaching in a classroom, the theoretical basis of learning at the lesson, the research methods and the teaching ways, the technique of the formation of the educational environment which meets the didactical purposes of the lesson, the age and the individual peculiarities and interests of the schoolchildren. Their improvement process is that issue which must be paid a special attention to by modern pedagogy.

Besides this, this process must be observed in four different aspects:
- political aspect: at the modern stage of the educational branch development, the necessity of the definition of those elements of social culture which must be represented as the norms of the academic discipline both in the primary and in the basic as well as the high schools appears; it underscores the topicality of the issue of the formation of the education of high quality;
- disciplinary aspect: the input of every academic discipline in the development

of the mankind in general and the personality of a schoolchild, in particularly, is of special importance; an integral role is played by the choice of that or another disciplines; therefore, the formation of the key competences of a secondary pupil is impossible without a curriculum which must be didactically favourable;

- subject aspect: nowadays the necessity of the analysis of the input of every topic which is studied by a schoolchild in his/her personal education appears; it means that the issue of creating teacher's books which will be able to provide the information about the way of teaching at the lessons in the process of studying of that or another topic is significant;

- organizational aspect: the modern school education demands that way of the educative process organization implemented by a teacher which can make pupils realize not only the importance of the learnt material but also understand the contribution of their own knowledge, skills, and abilities to their education [7;13] as well as the ways of their practical realization.

Taking into consideration the fact that the improvement of school education is one of the most topical didactic issues not only in Ukraine but also in the whole world, all abovementioned aspects require a special attention of teachers both at the secondary and at the profession-oriented schools.

The problem of the formation of the key competences of the secondary students was covered in the works of such Ukrainian and foreign scientists as H. Brutt, L. Varzats'ka, I. Zimnyaya, P. Menck, A. Markova, O. Pavlovs'ka, A. Khutorskoy. A particular attention was paid to the formation of the communicative competence (A. Lopukhivska, K. Nazarenko, V. Red'ko) as well as the research competence (V. Andreev, S. Bondar, V. Buryak). The Ukrainian and the foreign experience of the improvement of the process of the formation of the pupils' competences was analyzed by O. Lokshyna whereas the problem of the creation of a school textbook of a high quality as one of the didactic prerequisites of the formation of students' key competences was investigated by M. Mats'ko, O. Topuzov, L. Velychko.

The aim of the article is to analyze the didactic basis of the formation of the key competences of the secondary schoolchildren, to suggest the possible ways of the improvement of the homeland school education by means of the development of the educatory process conditions.

The following kinds of competences belong to the key ones: political and social competences, which cover the ability to carry responsibility, to take part in the process of making decisions for the whole group peacefully, to support and to develop democratic institutes, and so on; 2. intercultural competences which are directed at the life in the multicultural society, the control on racism and xenophobia, the development of tolerance, the respect to other representatives of the society, the ability to cooperate with the representatives of other cultures, religions, and so on; 3. communicative competences, which includethe mastery

of the oral and the written speech both in the native language and the foreign languages; 4. informational competence, which means the competence in the sphere of the innovative technologies, understanding the ways of their implementation, the critical view on the information provided by the mass media means as well as by the advertisements, defining their advantages and disadvantages; 5. the competence of the self-actualization and the self-development which means the lifelong studying of a schoolchild not only in the learning process at an educational institution but also after the graduation from it under the conditions of the professional and social life [1]; 6. self-organizational competence; in other words, it is the ability to spend one's personal time in the most effective way, the skill to use the textbooks, handbooks as well as other educational material. Each key competence can not help being considered as a complex of the acquired theoretical knowledge only as it applies to three principal aspects of activity: cognitive, value-motivational and operational-technological ones [2; 507].

The formation of all abovementioned competences is impossible without the corresponding system of tasks and problems which are set by a teacher at each lesson. This process must differ in accordance with the kind of competence which is formed at the lesson; however, in any case, it must be sequential and include the actualization of the experience gained by a student, learning motivation, give a pupil an opportunity to work out the theoretical and the practical educative and informational blocks, to make a self-analysis of one's own results and to correlate them with the stipulated ones [3].

The didactic prerequisites which have the main impact on the formation of the pupils' key competences are represented at the scheme (see pic. 1).

Pic. 1

The didactic basis of the formation of the secondary students' key
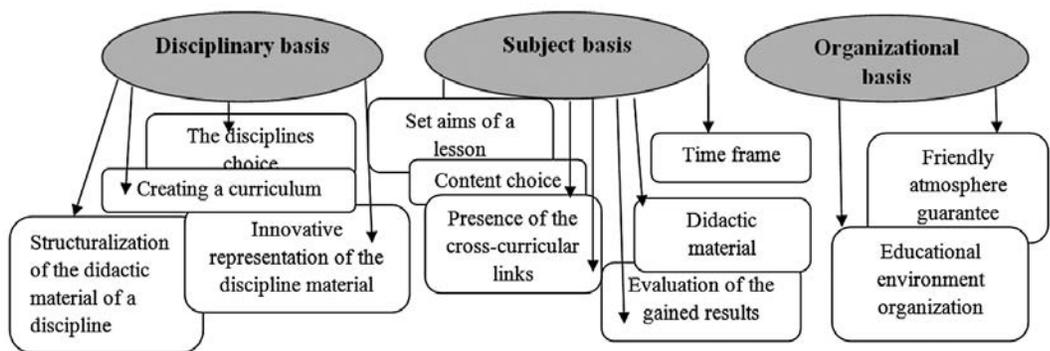
Making an analysis of the whole disciplinary and subject didactic basis of the formation of the key competences, it is notable to admit that the process of creating a curriculum plays an integral role in the school education as it is one of the main prerequisites for the formation of all students' key competences. For the

purpose of the guarantee of a curriculum which is didactically correct for every discipline, it is necessary to take into consideration the presence of 5 elements in it. They are the following:

1. the topicality of the studied problem;
2. the standards of the curriculum content;
3. educative and educational goals;
4. the evaluation of the pupils' work at the lessons;
5. the evaluation of the pupil's educational achievements.

The purposes of the effective curriculum in the process of studying that or anotherdiscipline by a pupil comprise the formation of the students' abilities to cooperate with the classmatesat the lessons effectively, to create a presentation of both one's own points of view on that or another problem and the educational material which is provided in the textbook, to use it during the reports as a device to prove that or another opinion, and so on. The formation of the abovementioned skills and abilities is one of the basic stages of the formation of the key competences in general.

Except the process of creating a curriculum for teaching the whole course of that or another discipline planning of each lesson is important; it is dependent on a teacher only.He is the one who carries responsibility for meeting the standards of the discipline content at the lesson, the usage of only those didactic materials which are going to meet the demands of the lesson purposes and will help to form the pupils' key competences, to support the appropriate educational environment in a classroom. A well-qualified teacher must be able to take advantage of his/her own professional skills, to integrate those teaching strategies which will be correspondent to the discipline curriculum and form the key competences of a future graduate [9;90].

In order to make a choice in favour of the mosteffective teaching strategies at the lessons, in the process of the lesson planning, it is necessary to take into account the main aspects of a lesson.

- The goals of a lesson which are those theoretical and practical pieces of knowledge, skills, and abilities, which must be gained by the students, the values which need to be fostered by means of the lesson plan formed by a teacher.
- The essence or the content of a lesson. Taking into consideration the fact that the main function of a lesson plan is a functional one, a teacher must be especially attentive to its selection. The content material which is learned by pupils during the course of any discipline must be divided into the didactic sections; each of them must be a logical follow-up of all previous chapters and a preparatory material for the further studying of the material. Besides this, each section must focus on the certain issues in order to guarantee the presence of the linksbetween the terms which were

studied in the process of learning the material of the previous lessons and the onesstudied at the following lesson [5; 7-9].

- Methods and ways of teaching (teaching strategies which guarantee the effective learning of a pupil). The following methods are the most effective in the educational process: questions to pupils (a discussion), demonstration (visualization, usage of the real objects, tables, maps, schemes, pictures, music, films in the process of the material explanation) and illustrations (the independent creating of schemes and tables by pupils [4; 9] with or without the teachers' help). Besides, each teacher must take into account the fact that lectures and learning by heart belong to the passive methods of teaching; therefore, they stimulate the mechanic memorizing of the new material by a pupil. It means that, very often, a schoolchild does not understand the studied material and is able to reproduce the phrases from a textbook or a teacher's lecture which were learnt by heart before. In the majority of cases, such methods prevent from the opportunity to form the pupil's key competences; that is the reason why a special attention must be paid to the partially active and the active teaching methods which stimulate the conscious studying and the further understanding of the studied material. Herewith, the effective mastering of the materials is guaranteed by means of the out-of-school activities which must be thoroughly planned by a teacher, as well. Cruises, visits to the theatres, museums, creating presentations can be notified as the examples of such work.

- Time frame. Studying of each discipline is discharged for a limited amount of academic hours in accordance with the curriculum. It means that a teacher must concentrate the studied material in the way to make every lesson as much effective as possible whereas a student should not feel any lack of time both for studying a topic and for the learning reinforcement in the process of practical tasks fulfillment.

- The necessary educational resource. The process of the new material representation as well as the reinforcement of one's own knowledge is impossible without the corresponding didactic materials. The correct choice of such material is dependent, mainly, on the discipline and the topic which are being learnt.

- Evaluation of the lesson effectiveness (from the point of view of each pupil). Very often, this aspect is not taken into consideration by a teacher in the process of creating a lesson plan; however, it has an immense input in the guarantee of a lesson of high quality. A modern teacher must take into account the personal evaluation of his/her level of knowledge by a pupil as the learning process can be noted as effective as possible only in case of pupil's understanding of his/her competence in that or another sphere.

- The presence of the cross-curricular links. The plan of each lesson must be created in the way to provide the link between the material of two or more disciplines at the same time [5; 15].

In spite of this, the formation process of any competence is impossible without the work organization in the classroom, which must be didactically favourable. Firstly, at each lesson, a teacher must realize the necessity to encourage pupils to organize their own academic work independently. The main purpose of such encouragement is the formation of the pupils' planning skills, namely, the ability to make a choice between different types of activity which must differ in the data channel (the examples of such variety can be the following: mastering the new material by means of the written text, the oral message, the multimedia presentation, etc.) and the form of reciprocity, for example, the usage of documents, handbooks, software aimed at the independent learning, and so on.

Except the formation of the planning skills the pupils' academic autonomy develops the ability to spend one's time as much effectively as possible as a student learns to choose the exact time for the performance of the work and the necessary amount of it [6;23]. The development of such skills is a component of the process of the formation of the self-organizational competence as well as the competence of self-actualization.

Secondly, during the organization of the educational process, a teacher needs to take into consideration the necessity of the successful cooperation between him/her and his/her pupils as well as between the pupils themselves. In spite of the fact that the pupils must develop their self-dependence and initiative by means of the innovative educational technologies, the correlation between the abovementioned subjects of the educational environment is compulsory, and it is guaranteed by the communicative devices. Therefore, a teacher has an opportunity not only to observe the pupils' achievements in the aspects of the exercises made by a pupil as well as the influence of such activity on them but also to give a schoolchild the useful advices on the improvement of their work effectiveness.

Thirdly, a special attention must be paid to the fact that autonomy must be also present in the evaluation of the pupils' academic achievements. For the purpose of the guarantee of such autonomy, each pupil must get acquainted with the criteria of the evaluation of his/her academic achievements and to make his/her own conclusion on the educational process which comprises:

a) understanding the terms and the concepts which have not been studied earlier; they are more complex for understanding than the terms and the concepts which were learnt earlier;
b) improvement of the level of knowledge;
c) increase of the level of realization of the studied terms and phenomena;
d) the pupil's self-dependence during the educational process [5;9].
   Providing the criteria of the evaluation of each of the abovementioned aspects

for a pupil a teacher gives him/her an opportunity to make a conclusion on the further work in the classroom, define the goals which are going to be set for a pupil before the start of the new material studying, evaluate the level of the achievement of the goals which were set earlier as well as the level of the formation of each competence. In the process of the independent evaluation of the educational process by the pupils, communication with classmates and the cooperation play an integral role [6; 24] in the sphere of the further improvement of the academic process.

The formation of the key competences is also impossible without the organization of the pupils' educational space which must be correct from the didactic point of view. First of all, it covers the issue of the desks arrangement in the classroom; it must depend on the types of tasks which must be performed at the lesson as well as the methods which need to be implemented by a teacher. Taking into consideration the effectiveness of the active and the partially active working methods the students' desks can be located in the semi-circle arrangement (during the presentation and the discussion of the new material), in two rows, one is opposite another one, (during the educational discussions); moreover, they can be be arranged in the form of letter T (during the pupils' work in groups).

The significant factor of the formation of the key competences of pupils is their motivation. First of all, the attitude to the material which is perceited in the classroom is principal for the formation of the inner motivation of schoolchildren. In the majority of cases, the pupils' motivation is formed not only by him, personally, but also it is dependent on the teachers and the educational environment in which the pupil is studying. For the purpose of the guarantee of the formation of the inner motivation, a teacher must form the corresponding educational atmosphere in the classroom whereas the teaching process is mainly controlled not bya teacher but by the personal desire of a student to become competent in that or another sphere. Therefore, a teacher should promote the process of setting the pupils' goals which they can achieve by means of studying that or another discipline as well as to evaluate their own success in the achievement of the set goals [8; 67-69]. An important role is played by the way of presentation of the educational material for the pupils as it must include not only visualization but also be topical for the children of different ages, be able to get the students interested in studying the subject. In the process of choosing the material, a special emphasis must be put on both the age and the individual as well as the gender peculiarities of children. A teacher must be aware of the sphere of the pupils' interests; he should not only avoid the monotony of the tasks which are performed at the lesson but also differentiate them as much as possible. The example of such differentiation can be a difference which must be present between the tasks for the boys and the tasks for the girls, the ones for cholerics and sanguine people, the ones which must be performed by the schoolchildren with creative thinking, the pupils with the conceptual thinking and the ones created for the students with mixed type of thinking.

Political, social, intercultural, communicative, informational, self-organizational competences, the competences of the self-actualization and the self-development belong to the key competences.

The didactic basis of the formation of the key competences of the secondary schoolchildren can be divided into three groups: disciplinary, subject, and organizational ones. Each didactic prerequisite is an important component in the process of the formation of the key competences of schoolchildren; however, a considerable role is played by the creation of the discipline curriculum which must be didactically favourable, planning of each lesson, the corresponding teaching ways and methods of the academic material as well as the guarantee of the friendly environment in the class. Besides the abovementioned issues, the process of the competence formation is possible only under the condition of the presence of the pupils' motivation as well as their ability to work independently.

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Гриненко Д. В.

НАВЧАЛЬНИЙ ПРОЦЕС ЯК ОДНА З ПЕРЕДУМОВ ФОРМУВАННЯ КЛЮЧОВИХ КОМПЕТЕНТНОСТЕЙ ШКОЛЯРІВ

Розглядаються дидактичні умови процесу формування ключових компетентностей учнів основної школи. Особливу увагу приділено класифікації дидактичних умов, а також ролі кожної з них у процесі формування тих чи інших компетентностей; обґрунтовано поняття ключової компетентності та навчального процесу у школі, а також запропоновано шляхи вдосконалення шкільної освіти у сфері створення навчальних програм для кожного предмета, організації навчального процесу на занятті, забезпечення сприятливої атмосфери у класі та правильного використання робочого місця дитини залежно від завдань, що виконуються на уроці. Наголошено на найефективніших методах та прийомах, що можуть застосовуватися з метою формування умінь і навичок як компонентів тієї чи іншої ключової компетентності сучасного школяра. Особливий наголос зроблено на методах, що можуть бути використаними для забезпечення вмотивованості учня та усвідомленого засвоєння ним матеріалу в процесі навчання.

Ключові слова: дидактичні передумови, ключові компетентності, метод, прийом, організація навчання

Гриненко Д. В.

УЧЕБНЫЙ ПРОЦЕСС КАК ОДНО ИЗ РУСЛОВИЙ ФОРМИРОВАНИЯ КЛЮЧЕВЫХ КОМПЕТЕНТНОСТЕЙ ШКОЛЬНИКОВ

Рассматриваются дидактические условия процесса формирования ключевых компетентностей учеников основной школы. Особое внимание уделено классификации дидактических условий, а также роли каждого из них в процессе формирования тех или иных компетентностей, обосновано понятия ключевой компетнтности и учебного процесса в школе, а также предложены пути усовершенствования школьного образования в сфере создания учебных программ для каждого предмета, организации учебного процесса на занятии, обеспечения благоприятной атмосферы в классе, а также правильного использования рабочего места ребенка в зависимости от заданий, выполняемых на уроке. Отмечены наиболее эффективные методы и приемы, которые когут применяться с целью формирования умений и навыков как компонентов определенной ключевой компетнтности современного школьника. Особенное ударение сделано на тех методах, которые когут быть использованными для обеспечения мотивированности ученика и осознанному усвоению им материала в процессе учебы.

Ключевые слова: дидактические предпосылки, ключевые компетентности, метод, прием, организация учебы