Polonska Tamara —

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

A range of scientific interests: *competency-oriented teaching foreign language reading to primary school students; the use of gaming technologies in the process of teaching foreign languages; student learning outcomes for foreign languages according to competency-based approach; criteria for assessing and evaluating subject and key competences in a foreign language in modern primary school; strategies for teaching foreign languages to students of grades 1-4, etc. Author and co-author of more than 150 scientific works, in particular English textbooks for schools of general education, monographs, dictionaries, educational and methodical aids (including the textbook on the elective English language course "Culture and Art of Great Britain" for students of upper secondary school), methodological recommendations, curricula and concepts on teaching foreign languages in primary and secondary (base and last) schools.*

e-mail: *Polonska@gmail.com*
ORCID iD: *https://orcid.org/0000-0002-5717-1041*

INNOVATION IN THE UKRAINIAN PRIMARY SCHOOL: STUDENT LEARNING OUTCOMES REQUIREMENTS FOR FOREIGN LANGUAGE ACCORDING TO COMPETENCY-BASED APPROACH

The article deals with the problem of learning outcomes in a foreign language for primary school students according to the new State Standard of Primary Education and foreign languages curriculum (2018). The essence of the competency-based approach is in the orientation of educational process to learning outcomes, which is considered as the student's ability to act in various problem situations. Requirements for subject and key competences and compulsory learning outcomes take into account the competency-based approach to learning. Special attention is paid to the characteristics of the basic subject competence, in particular a foreign language communicative competence, its components and updated requirements to student achievement of learning outcomes, outlined in the current curriculum. In addition, the author reveals the essence of integrated cross-cutting content lines and requirements to expected learning outcomes for students of primary school after studying these lines.

Key words: learning outcomes, competency-based approach, foreign language, primary school.

Introduction. The urgent task of the modern Ukrainian school is the implementation of a competence-based approach in education, which involves the orientation of the educational process to the formation and development of key and subject competences of the individual, adequate to socio-economic conditions and necessary for his/her successful self-realization in society. It necessitates the revision for certain aspects of learning goals and content and the means of their implementation in the system of school foreign education, in particular at the initial stage.

The new Ukrainian school foresees transferring the emphasis from the accumulation of normatively defined knowledge, skills and know-how to developing the ability to act and application of experience in problematic conditions. The new State Standard of Primary Education, which is based on competency-based and personality-based approaches, defines the key competences that students need to master during primary school education. In accordance with this normative document, the first level of complete secondary education envisages the division into two cycles: first, adaptation and games (grades 1-2); second, mainstream (grades 3-4), that take into account the age-old peculiarities of development, children's needs and provide an opportunity to overcome differences in achievements due to readiness for education [1].

Literature review. The problem of using competency-based approach in the educational process in pedagogical theory and practice is not new. It has always been the focus of domestic scholars: N.M. Bibik, M.S. Vashulenko, O.I. Lokshyna, O.V. Onoprienko, O.V. Ovcharuk, T.K. Polonska, O.I. Pometun, V.H. Redko, O.Ya. Savchenko, S.E. Trubacheva and others. The scholars have defined the content and differences in the main definitions of "competence" and "competency", carried out a comparative characteristic of key competences in the European educational systems, considered the methodical aspects of subject competences formation among students of junior school age in different school subjects, including a foreign language, etc. However, most works of these researchers are devoted to the formation of subject competences to the pupils of primary school, while the new State Standard of Primary Education and Typical curriculum for general secondary education are aimed at achieving both subject and key competences. Therefore, it is very important, in our opinion, to understand what is new in these documents, in particular regarding the key subject competence and its components, as well as the expected learning outcomes after the 1st and 2nd training cycles.

Purpose statement: to analyze the current requirements for determining universal and specific expected learning outcomes of primary school students in accordance with the competence-based approach and regulatory documents of the New Ukrainian School – the State Standard of Primary Education and the Curriculum of Foreign Languages; to interpret the qualitative and quantitative indicators of student learning outcomes, levels and descriptors of foreign language proficiency.

Discussion. The core purpose of teaching a foreign language in primary school is the formation of student's communicative competence, which is ensured by the linguistic, speech and socio-cultural experience, consistent with the age-old possibilities of primary school students. The main means of realizing this goal is a competency-based approach to the organization of teaching on the basis of subject and key competences as a result of learning.

The content of the study is provided by the unity of subject, procedural and emotional-value components and is created on the bases of mastering a foreign language in the context of the intercultural paradigm, which involves teaching the language of the people who communicates with it and familiarizing it with its culture. Such an approach determines the formation of readiness for intercultural communication within the typical spheres, topics and communication situations identified by the curriculum.

Competency-based approach in education directs the educational process to the formation of subject and key competences. The documents of the new Ukrainian school offered modern definitions for the concepts of "competency-based approach", "competence", "key competences". In particular, the competency-based approach is defined as "a bridge that combines school with the real world and the needs that life recommends to a person" [5, p. 10]. In teaching a foreign language, a competency-based approach manifests itself primarily in the process of communicative activity, when students not only receive certain knowledge, but also carry out a system of educational actions that ensure the mastery of these knowledge in practice.

Competence is interpreted as "a dynamic combination of knowledge, ways of thinking, views, values, skills, know-how and other personal qualities that determine the ability of a person

to successfully conduct professional and/or further educational activities" and key competences are defined as "those that everyone needs for personal realization, development, active citizenship, social inclusion and employment, and which can provide personal fulfillment and life success throughout life" [4, p. 10].

The subject competence is defined as "mastered by students the experience of specific activity for a particular subject in educational process, related to the acquisition of new knowledge, its transformation and application", and the communicative competence interpreted as "the ability of a person to apply in a specific communication language knowledge, methods of interaction with the surrounding and distant people and events, skills of working in the group, possession of different social roles" [2, p. 2].

The essence of the competency-based approach is in the orientation of educational process to learning outcomes, which is considered as the student's ability to act in various problem situations.

The foreign language communicative competence and its components (listening, speaking, reading, writing) are manifested in the direct (when there is a direct contact between subjects of communication) and mediated (in distance in space and time) intercultural communication.

In particular, in order to form a communicative competence in the context of ***direct communication***, the new curriculum in foreign languages proposes to deploy educational activities within the following types of speech activities: "Perception of Listening", "Verbal Interaction", "Verbal Production" [6].

Speech activity of "*Perception of Listening*" ("Listening Comprehension") involves engaging students in the perception of short simple questions, statements, instructions, and responses verbally and/or non-verbally, when they are pronounced slowly and clearly, accompanied by visibility or gestures for relief perception and are repeated in case of necessity.

Speech activity of "*Verbal Interaction*" is aimed at developing the ability to recognize familiar words of everyday use (numbers, prices, dates, days of the week) in a familiar context, when speech is slow and clear; ask questions and answer them about yourself and your daily affairs.

Speech activity of "*Verbal Production*" involves the creation of short phrases about yourself, the provision of basic personal information (name, address, family, nationality); expressing feelings and thoughts with the help of simple words and expressions.

To form a communicative competence in the conditions of ***mediated communication*** the curriculum offers the following types of speech activities: "Visual Perception", "Written Interaction", "Written Production", "Online Interaction".

Speech activity of "Visual Perception" ("Reading") provides recognition of familiar words accompanied by drawings; perception of short, simple instructions in a familiar context.

Speech activity of "*Written Interaction*" aims to provide elementary information about yourself in writing, based on visibility, sample; use of the simplest formulas of courtesy (greetings, gratitude, farewells) in the note.

Speech activity of "*Written Production*" is directed at learning to write short sentences to provide basic information based on visibility and sample; write down your emotional state (sums, joy) and preferences with simple words.

Speech activity of "*Online Interaction*" involves mastering skills of establishing basic social contact online, using the simplest courtesy forms of greetings and farewells, and posting simple online greetings and short statements about yourself in an online format.

Requirements for defined competences and compulsory educational results/learning outcomes of applicants for education take into account the competency-based approach to learning, which is based on key competences. The basis of key competences formation is the experience of students, their needs, which motivate them to study, knowledge and skills that are formed in different educational environment (school, family), various social situations, and predetermine the formation of the attitude towards them.

The level of proficiency for each foreign language competence is determined by certain qualitative and quantitative evaluation criteria, which are developed separately for

each stage of study. According to the new foreign language curriculum for primary school, the requirements for students learning levels are given after the completion of the first (grades 1-2) and the second (grades 3-4) training cycles (and not after each academic year as before). At the end of the 2nd grade students must reach the level of PreA1, and at the end of the 4th – A1. These levels characterize the results of educational achievements in each type of speech activity and are consistent with the Common European Framework of Reference for Languages: learning, teaching, and assessment [3].

The current curriculum in a foreign language provides for the achievement by primary school students of universal and specific expected learning outcomes (competences) defined by the State Standard of Primary Education. **Universal expected results** indicate the level of each skill development at the completion of the cycle. These results are presented by describing the components of key and subject competences that a graduate of secondary education institutions of the third degree must possess, and outline the final result for constructing an educational trajectory for applicants of general secondary education (*table 1*).

Table 1

Universal Expected Results of Students Educational and Cognitive Activity
(*Communicative Competence*)

Levels and descriptors of foreign language proficiency **according to the Common European Framework of Reference for Languages:** **learning, teaching, and assessment**	
PreA1 (grades 1-2)	**A1 (grades 3-4)**
"Listening Comprehension"	
Understands short, simple questions and statements that are pronounced slowly and clearly, are repeated if necessary, and accompanied by visual supports or gestures to improve understanding.	Understands slow and clear speech with long pauses in order to facilitate awareness of the heard content.
Recognizes familiar words of everyday use in a familiar context, when speech is slow and clear.	Understands specific information (such as a place or time) in a familiar, everyday context, when speech is slow and clear.
Recognizes numbers, prices, dates and days of the week in a familiar context, when speech is slow and clear.	
"Oral Interaction"	
Asks and answers questions about himself/herself and everyday matters by using short, formulas and relying on gestures to reinforce information.	Interacts in an easy way, but communication depends entirely on repetition at a slow pace, paraphrase, and supplements.
	Asks and answers simple questions, initiates and verbally responds to simple statements that relate to urgent needs and very familiar topics.
"Oral Production"	
Produces short phrases about himself/herself, providing basic personal information (e.g., name, address, family, nationality)	Constructs simple, mostly fragmented phrases about people and places.
"Visual Reception"	
Recognizes familiar words, accompanied by drawings, for example, in the menu of fast food restaurants, where there are photos of dishes, or in a book with drawings, which uses a familiar vocabulary.	Understands very short, simple texts, reading them in a phrasing, recognizing familiar names, words and basic phrases, revising, if necessary.

"Written Interaction"	
Writes short sentences to provide basic information (name, address, family), in questionnaires or a note using a dictionary.	Requests and provides personal information in writing.
"Written Production"	
Provides basic information in writing (for example, name, address, nationality), with the possible use of the dictionary.	Provides information about himself/herself in writing (e.g. preferences, family, pets) using simple words and expressions.
	Writes simple phrases and sentences.
"Online Interaction"	
Establish basic social contact online using the simplest polite forms of greetings and farewells.	Writes very simple posts and online posts that consist of a series of short sentences. Carries out simple online purchases and makes applications under adult supervision.
Posts simple online greetings using basic formula expressions.	

Specific expected results of students educational and cognitive activity determine the obligatory content, "the core of knowledge". Thanks to the mastery of this "core of knowledge", the development of skills is in accordance with the general objectives of the educational field. In particular, the types of speech activities include the following communicative skills:

– **"*Perception of Listening*"** ("Listening Comprehension"): Understanding conversations between other people. Hearing live. Hearing ads and instructions. Listening to radio and audio. Audio-visual perception (TV programs, films, videos).
– **"*Oral Interaction*"**: Conversation, discussion and understanding of the interlocutor. Purposeful cooperation. Obtaining goods and services. Information exchange.
– **"*Oral Production*"**: Long monologue: description of own experience. Long monologue: providing information. Long monologue: reasoning own opinion. Performance before the audience.
– **"*Visual Reception*"**: Reading correspondence. Reading for orientation. Reading for information and argumentation. Reading instructions. Reading for pleasure.
– **"*Written Interaction*"**: Correspondence. Notes, messages, forms.
– **"*Written Production*"**: Creative letter. Reports.
– **"*Online Interaction*"**: Online communication and discussion. Purposeful online collaboration.

The curriculum also offers approximate parameters for assessing students achievement that relates only to assessment and does not serve as the main reference points in teaching (*table 2*).

Table 2

Approximate Parameters of Students Educational and Cognitive Achievement

Skills	Grade			
	1	2	2	4
Listening Reception (Listening Comprehension)	Volume of listened material in the record (within the limits)			
	1 min	1–1,5 min	1,5–2 min	2 min
Visual Reception (Reading)	Volume of one text in words (within limits)			
	20–50	50–80	80–100	100–150
Oral Interaction (Dialogue)	Expressing each interlocutor in replicas, properly arranged in a language relation (within limits)			
	1–3	3	4	5
Oral Production (Monologue)	Volume of expressing in sentences (within limits)			
	1–3	3–4	4–5	5–6
Written Production (Writing)	Volume of written communication in words (within limits)			
	5–10	10–25	25–40	40–50

According to these criteria, the monitoring and evaluation of students results on educational work is carried out at lessons and at home in the course of day-to-day monitoring, as well as the results of checking their educational achievements.

Educational achievements of students in grades 1-2 are subject to verbal, formative evaluation, and in grades 3-4 – to formative and summative evaluation (according to a 12-point knowledge assessment scale).

The verbal characterization of students' knowledge, skills and abilities is due to the fact that children have not yet developed cognitive processes, speech, self-regulation, which affects the level of learning knowledge that the teacher is forced to assess with low scores. Verbal assessment uses both verbal and written evaluative judgments that characterize the work result, and not the personality of the child, its cognitive processes (attention, perception, memory, thinking) and the pace of work. It is better, for example, to say to the student "I am satisfied with the way you performed the task" rather than "well done" or "you are good", since in the first case it is estimated that the student has accomplished the task, and in the second, his/her personality is estimated.

The formative assessment aims at: to support children's educational development; to build an individual trajectory for their development; to diagnose achievements at each stage of the learning process; to identify problems in time and prevent them from stratifying; to analyse the progress of the curriculum implementation and make decisions on adjusting the curriculum and methods of teaching in accordance with the individual needs of a child.

The summative assessment forecasts comparing the achievements of the applicants with the specific expected learning outcomes, identified by the standard and curriculum.

The content of each educational field is reflected in four content lines that outline its internal structure and systematize the concrete expected results of this field, including the foreign-language education sector. Selection of integrated content lines in the curriculum is aimed at forming the student's ability to apply knowledge and skills from various subjects in real life situations.

Integrated (cross-cutting) content lines are a means of integrating key and subject competences, school subjects and subject cycles; they must be taken into account when forming the school environment. The implementation of cross-cutting content lines is in the corresponding interpretation of the educational topics content and doesn't provide any extension or deepening. Integrated content lines are implemented during the study of certain chapter and topics through the selection of relevant information, didactic materials and the use of different teaching methods, project implementation and research.

The cross-cutting content line "***Environmental Security and Sustainable Development***" strengthens key competences, directs the activities of teachers and students to the formation of social activity, responsibility and environmental literacy, awareness of sustainable development, willingness to participate in environmental issues and community development; specifies work on conservation and protection of the environment.

The compulsory learning outcomes of this content line are: A student understands the need to bring the rest to the order (the topic "Rest and Leisure"); appreciates and cares about nature (the topic "Nature and Environment"); understands the consequences of irrational human actions on the environment (the topic "Person"); detects valuable attitude to nature during a trip (the topic "Travel").

The implementation of the cross-cutting content line **"*Civic Responsibility*"** promotes the formation of the basis for responsible attitude to the community and society. This line is assimilated mainly through collective activities (research work, group work, projects, etc.), which combines a foreign language with other subjects and develops student's readiness for cooperation, tolerance in a variety of ways and activities.

The compulsory learning outcomes of this content line are: A student understands the importance of helping parents and tells about his/her responsibilities; evaluates own actions and actions of other people; builds a sociable relationship with other people (the topic "Me, my family and friends"); takes into account the opinion of his/her friends when choosing this or that type of rest (the topic "Recreation and Leisure"); expresses the importance of helping animals and preserving nature (the topic "Nature and Environment"); reveals a tolerant attitude towards people (the topic "Person"); uses a model of behaviour that does not contradict the rules of school life (the topic "School and School Life").

The implementation of the cross-cutting content line "***Health and Safety***" contributes to the formation of health-saving key competence, focusing on the a student's formation as an

emotionally stable member of a society, capable of leading a healthy lifestyle and forming a safe living environment around him/her.

The compulsory learning outcomes for this content line are: A student demonstrates a responsible attitude to his/her own health (the topic "Me, my family and friends"); understands basic rules of safe behaviour (the topic "Recreation and Leisure"); recognizes the positive and negative factors affecting human health; understands the importance of adhering to rules of hygiene, motor regimen and physical activity (the topic "Person"); understands the need for cleanliness and order in his/her own home (the topic "Apartment"); distinguishes healthy and harmful food (the topic "Nutrition"); chooses a safe way of travelling (the topic "Travelling").

The cross-cutting content line "***Entrepreneurship and Financial Literacy***" is aimed at understanding by young generation of Ukrainians the practical aspects of financial issues: learning their savings, rational use of funds, cost planning; stimulation of leadership initiatives, the desire to successfully operate in a rapidly changing technology environment.

The compulsory learning outcomes of this content line are: A student demonstrates initiative and responsibility in workday planning (the topic "Me, my family and friends"); makes a simple menu of useful products; rationally distributes funds during the purchase (the topic "Nutrition"); chooses the optimal type of transport (the topic "Travelling"); understands the need to plan purchases for celebrations within the budget (the topic "Holidays and Traditions").

The cross-cutting content lines, as well as key competences, are common to all school educational subjects and serve as a means of integrating learning content. They correlate with individual key competences and contribute to the formation of a student's value and ideological orientations determining his/her behaviour in life situations.

The process of determining the level of student learning outcomes in mastering the subject content in accordance with the requirements of the current curriculum is evaluation. But this is an item for another scientific discussion.

The expected learning outcomes (universal and specific), outlined within each content line, can be achieved by using interactive forms and teaching methods – research, information, project works, didactic and role-playing games, theatricals, modelling, situational exercises, excursions, etc.

Summary. Our analysis of student learning outcomes in primary school in accordance with the competency-based approach showed a significant difference not only in the changed names for components of foreign language communication competence, but also in the requirements for levels and descriptions of foreign language proficiency in comparison with the previous ones. The innovation of new educational documents is the inclusion in the curriculum of cross-cutting content lines. The concept of cross-cutting lines was introduced in order to identify key competencies. Learning outcomes describe the measurable skills, abilities, knowledge or values that students should be able to demonstrate as a result of a course completion and are able to demonstrate as a result of learning. They focus on the context and potential applications of knowledge and skills, help students connect learning in various contexts, and help guide assessment and evaluation. Good learning outcomes emphasize the application and integration of knowledge. Instead of focusing on coverage of material, learning outcomes articulate how students will be able to employ the material, both in the context of the class and more broadly.

We see a perspective on our further scientific research in defining and arguing the learning outcomes for primary school students in ten key competences defined by the current curriculum in foreign languages.

References

1. Derzhavnyi standart pochatkovoi osvity / Zatverdzheno postanovoiu Kabinetu Ministriv Ukrainy vid 21.02.2018 r. № 87. URL: http://zakon.rada.gov.ua/laws/show/87-2018-%D0%BF.
2. Derzhavnyi standart pochatkovoi zahalnoi osvity / Zatverdzheno postanovoiu Kabinetu Ministriv Ukrainy vid 20.04.2011 r. № 462. URL: http://zakon.rada.gov.ua/laws/show/462-2011-%D0%BF
3. Zahalnoievropeiski Rekomendatsii z movnoi osvity: vyvchennia, vykladannia, otsiniuvannia / Nauk. red. ukr. vyd. doktor ped. nauk, prof. S. Yu. Nikolaieva. Kyiv, 2003. 273 s.
4. Nova ukrainska shkola. Kontseptualni zasady reformuvannia serednoi shkoly / MON Ukrainy. Kyiv, 2016. 40 s.
5. Nova ukrainska shkola: osnovy standartu osvity / Red. kol.: Liliia Hrynevych, Viktor Bryndza, Nina Dementiievska, Roman Shyian (koordynator proektu) ta in. Lviv, 2016. 64 s.

6. Typova osvitnia prohrama dlia zakladiv zahalnoi serednoi osvity / Rekomendovano MON Ukrainy dlia vykorystannia v pochatkovykh klasakh zakladiv zahalnoi serednoi osvity vid 20.08.2018 r. № 1/9. URL: https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/navchalni-programi/navchalni-programi-dlya-pochatkovoyi-shkoli

Використані джерела
1. Державний стандарт початкової освіти / Затверджено постановою Кабінету Міністрів України від 21.02.2018 р. № 87. URL: http://zakon.rada.gov.ua/laws/show/87-2018-%D0%BF.
2. Державний стандарт початкової загальної освіти / Затверджено постановою Кабінету Міністрів України від 20.04.2011 р. № 462. URL: http://zakon.rada.gov.ua/laws/show/462-2011-%D0%BF
3. Загальноєвропейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання / Наук. ред. укр. вид. доктор пед. наук, проф. С. Ю. Ніколаєва. Київ, 2003. 273 с.
4. Нова українська школа. Концептуальні засади реформування середньої школи / МОН України. Київ, 2016. 40 с.
5. Нова українська школа: основи стандарту освіти / Ред. кол.: Лілія Гриневич, Віктор Бриндза, Ніна Дементієвська, Роман Шиян (координатор проекту) та ін. Львів, 2016. 64 с.
6. Типова освітня програма для закладів загальної середньої освіти / Рекомендовано МОН України для використання в початкових класах закладів загальної середньої освіти від 20.08.2018 р. № 1/9. URL: https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/navchalni-programi/navchalni-programi-dlya-pochatkovoyi-shkoli

Полонська Т. К.*, кандидат педагогічних наук, старший науковий співробітник, старший науковий співробітник відділу навчання іноземних мов Інституту педагогіки НАПН України*

ІННОВАЦІЇ В УКРАЇНСЬКІЙ ПОЧАТКОВІЙ ШКОЛІ: ВИМОГИ ДО РЕЗУЛЬТАТІВ НАВЧАЛЬНИХ ДОСЯГНЕНЬ УЧНІВ З ІНОЗЕМНОЇ МОВИ НА ЗАСАДАХ КОМПЕТЕНТНІСНОГО ПІДХОДУ

У статті розглянуто проблему результатів навчання іноземної мови учнів початкових класів за новим Державним стандартом початкової освіти та навчальною програмою з іноземних мов (2018 р.). Сутність компетентнісного підходу полягає у зорієнтованості навчального процесу на освітній результат, який розглядається як здатність учня діяти в різноманітних проблемних ситуація. Вимоги до предметних і ключових компетентностей та обов'язкових освітніх результатів враховують компетентнісний підхід до навчання. Особливу увагу приділено особливостям основної предметної компетентності, зокрема іншомовній комунікативній компетентності, її складникам та новим вимогам до досягнення учнями окреслених у програмі результатів навчання. Крім того, автор розкриває сутність інтегрованих наскрізних змістових ліній та вимоги до очікуваних результатів навчання учнів початкової школи.

Ключові слова: навчальні досягнення; компетентнісний підхід; іноземна мова; початкова школа.

Полонская Т. К.*, кандидат педагогических наук, старший научный сотрудник, старший научный сотрудник отдела обучения иностранным языкам Института педагогики НАПН Украины*

ИННОВАЦИИ В УКРАИНСКОЙ НАЧАЛЬНОЙ ШКОЛЕ: ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ УЧЕБНЫХ ДОСТИЖЕНИЙ УЧАЩИХСЯ ПО ИНОСТРАННОМУ ЯЗЫКУ НА ОСНОВЕ КОМПЕТЕНТНОСТНОГО ПОДХОДА

В статье рассмотрена проблема результатов обучения иностранному языку учащихся начальных классов в соответствии с новым Государственным стандартом начального образования и учебной программой по иностранным языкам (2018). Сущность компетентностного подхода заключается в ориентации учебного процесса на образовательный результат, который рассматривается как способность ученика действовать в различных проблемных ситуациях. Требования к предметным, ключевым компетентностям и обязательным образовательным результатам учитывают компетентностный подход к обучению. Особое внимание уделено особенностям основной предметной компетентности, в частности иноязычной коммуникативной компетентности, ее составляющим и новым требованиям к достижению учащимися определенных в программе результатов обучения. Кроме того, автор раскрывает сущность интегрированных сквозных содержательных линий и требования к ожидаемым результатам обучения для учеников начальной школы после овладения ими.

Ключевые слова: учебные достижения; компетентностный подход; иностранный язык; начальная школа.