

Для вдосконалення компетентнісного підходу до навчання Київська МАН постійно впроваджує новачі в свою освітню діяльність, такі проекти як: Школа юного науковця, TheoPrax, Школа лідерства і фасилітаційних практик.

У своєму дослідженні ми дійшли висновку, що Київська МАН, організовуючи освітній процес через реалізацію компетентнісного підходу до навчання, досягає головної мети – виховання особистості майбутніх науковців, яким притаманні такі лідерські якості як: стратегічне мислення, наполегливість, цілеспрямованість, переконливість, комунікабельність, здатність працювати в команді, адже саме завдяки цим рисам вони зможуть не лише досягти особистого успіху, а й зробити успішною нашу країну.

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THE ESSENCE OF COMPETENCE-ORIENTED FOREIGN LANGUAGES TEACHING OF YOUNG SCHOOL-AGE GIFTED CHILDREN IN THE CONTEXT OF NEW UKRAINIAN SCHOOL

Currently, in the Ukrainian school, as in world practice, the effectiveness of education is associated with the implementation of a competence-based approach, which is to not only to give students the knowledge and skills needed in the 21st century, but also to teach children to use them in various life and problem situations.

Updating the content of foreign languages teaching in institutions of general secondary education is also associated with a competence-based approach, the direction of learning activity to develop the necessary life competences of students («life skills») that in the future would give them the opportunity to feel free and comfortable in the modern world space.

Автор раскрывает сущность компетентностно-ориентированного обучения иностранному языку одаренных детей младшего школьного возраста в контексте Новой украинской школы. Определено понятие «компетентностно-ориентированное обучение иностранному языку», исходя из требований новых нормативных документов, в частности Государственного стандарта начального образования и учебной программы по иностранному языку. Значительное внимание уделено требованиям к лингвистической одаренности детей, критериям и формам работы с ними. Предложены инновационные методы работы с одаренными детьми, способствующие формированию предметных и ключевых компетентностей по иностранному языку.

Ключевые слова: иностранный язык, одаренные дети, компетентностно-ориентированное обучение, ключевые компетентности.

Different aspects of the competence-based approach in the process of foreign languages teaching to students of institutions of general secondary education were studied by domestic and foreign scholars (O.B. Bihych, I.L. Bim, N.F. Borysko, N.D. Galskova, L.Ya. Zenia, I.O. Zymnia, R.P. Milrud, S.Yu. Nikolaieva, Yu.I. Passov, T.K. Polonska, V.H. Redko, Ch. Brumfit, W. Littlewood, R. Mirabile, S. Parry, S. Savignon et al.). However, this problem in the modern primary school of Ukraine has not been studied enough and insufficiently covered. In particular, the issue of the essence and importance of competence-oriented foreign languages teaching to students of primary school in the context of qualitative changes in the country's education sphere due to its modernization is not disclosed. As for the problem of foreign languages teaching to gifted children according to the competence-based approach, there are only a few developments of domestic researchers on certain common issues (O.Ye. Antonova, V.M. Burenko, N.V. Kuznetsova, A.S. Tkachov).

The documents of the New Ukrainian School offer modern definitions of the concepts of «competence-based approach», «competence», «key competences». In particular, *the competence-based approach* is defined as «a bridge connecting school with the real world and the needs that life puts before a person» [3, p. 10]. *Competence* is interpreted as «a dynamic combination of knowledge, ways of thinking, attitudes, values, skills, abilities and other personal qualities that determine a person's ability to successfully carry out professional and/or further learning activity», and *key competences* are defined as «those that everyone needs for personal realization, development, active citizenship, social inclusion and employment, and who are able to ensure personal fulfillment and life success throughout life» [2, p. 10].

Teaching a foreign language in primary school is considered as the first step, which is diversified with the educational spheres of basic and senior schools, indicating its purpose, continuity and succession throughout the school course. According to the new State Standard of Primary Education, «*the goal of foreign language education* is the formation of foreign language communicative competence for direct and indirect intercultural communication, ensuring the development of other key competences and satisfies the various life needs of the applicant for education» [1, p. 4].

The State Standard of Primary Education, based on the principles of personality-oriented and competence-based approaches, supposes mastering primary school students in subject and key competences, which are aimed at their personal, social and intellectual development, are formed on an interdisciplinary basis and are an integrated result of subject and interpersonal competences. The curricula of the new generation clearly trace the tendency for competence-oriented teaching foreign language communication. Their content envisages the fulfillment by students of learning activity related to the formation of key and subject-specific competences, which are manifested in the willingness to practically apply the acquired knowledge, skills and habits, methods of activity for performing cognitive and communicative tasks.

The State Standard and the curriculum in foreign languages identified ten key competences of the New Ukrainian School, taking into account the Recommendations of the European Parliament and of the Council of Europe on Key Competences for Lifelong Learning [5]. These *key competencies* include: 1) Communication in the state (and native, if different) languages. 2) Communication in foreign languages. 3) Mathematical competence. 4) Basic competences in natural sciences and technologies. 5) Information and digital competence. 6) Ability to learn throughout life. 7) Initiative and entrepreneurship. 8) Social and civic competences. 9) Awareness and expression in the field of culture. 10) Environmental literacy and healthy life.

The key competence of *communication in foreign languages* is realized through foreign language communicative competence and its components – subject competences: linguistic, speech and sociolinguistic, which are interconnected, complement each other and reveal the contents of the educational work within each of them.

Such key competences as learning ability, initiative and entrepreneurship, environmental literacy and healthy life, social and civic competences can be formed at once by means of all school subjects and are *metadisciplinary*. Highlighting the *integrated content lines* in the curricula, such as «Environmental safety and sustainable development», «Civil responsibility», «Health and safety», «Enterprise and financial literacy» is aimed at developing the ability to apply knowledge and skills in various subjects in

real life situations. Integrated content lines are implemented in the process of studying a foreign language in specialized schools with advanced study of foreign languages and in general education schools. Activities and skills from the content lines are obtained in accordance with the communicative need, the topics of situational communication, age and level of students' preparedness.

So, *competence-oriented foreign languages teaching* can be defined as teaching aimed at comprehensively mastering the key competences of students, providing their preparation for communication, taking into account different situations of communication. Such teaching forecasts shifting the emphasis from the accumulation of knowledge, skills and abilities to the formation and development of students' ability to apply their acquired experience in specific situations. In a foreign language learning competence-oriented teaching is manifested primarily in the process of communicative activity, when students not only receive certain knowledge, but they also carry out a system of educational actions that ensure the mastery of these knowledge in practice.

The object of foreign language competence-oriented teaching at the initial stage of education is appropriate to consider the complex speech activity, which contributes to the implementation of foreign language communicative intentions of students and is carried out in four types: speaking, listening, reading, writing. In this regard, it is advisable for the teacher to organize training in such a way that it was interesting for students, intrigued them and prompted the use of a foreign language as a means of speech interaction in various spheres of life, and ensured the maximum approximation of educational work by purpose, form and methods of its implementation to the real conditions of communication.

When we talk about the giftedness of children in learning a foreign language, we mean *linguistic giftedness*. By this term we mean such kind of special giftedness, which is the result of the interaction of three components: an advanced level of linguistic intelligence, linguistic creativity, and motivation to linguistic activity (perseverance in solving linguistic problems). Linguistic giftedness manifests itself in the process of studying the state (and native, if different) and foreign language/languages, its basis is the presence of linguistic abilities. Linguistic giftedness contributes to the child's rapid ability to communicate and establish relationships with others.

As for teaching a foreign language to gifted children, then, in our opinion, the main criterion for working with them is adequacy in selecting or developing curricula and special teaching methods for such a category of children. But curricula and methods should be qualitatively different from those designed for ordinary students with average abilities. But this difference should not be achieved by increasing the amount of learning material, the pace of teaching, the use of more complex tasks. As for the qualitative features of teaching gifted children, teachers should: a) go beyond the generally accepted curriculum; b) take into account the specific interests of a student; c) know his/her style of knowledge acquisition; d) do not restrict a student's desire to deepen his/her knowledge of a particular problem.

The system of working with gifted children in foreign language lessons in primary school includes the *lesson activity* (traditional lessons, innovative lessons: lessons with information and communication technologies, projects, round tables, excursions, disputes, debates, press conferences, role-playing games, integrated lessons) and *extra-curricular work* (scientific societies, Minor Academy of Sciences of Ukraine, creative schools/clubs, subject Olympiads/weeks, consultations, creative homework, circles, meetings with famous people). Considerable attention should be paid to *independent and individual work*, which are carried out in the form of creative tasks (projects, reports, essays, role-playing games, dramatization, advertising development, compilation of topics, etc.).

Mastering by gifted children with subject and key competences, in our opinion, should be ensured through the use of modern textbooks, authentic materials (textbooks, audio and video materials), media sources, development of authors' and computer programs. It is necessary to use widely innovative methods of work and intellectual games: «Mind-map», «Cluster», «Jigsaw», «Diamond», «Aquarium», «Chain», «Cinquain», «Wheel of Fortune», «Steps to Success», «Microphone», «Brainstorming», «Learning Together», «Cooperative Learning», «Student Team Learning», «INSERT», «5-W», methods of heuristics and eidetic etc.

As the analysis of foreign works shows, the school most often uses such forms of teaching gifted children as: accelerated teaching; enriched teaching; distribution by streams/sets/bands; the creation of special classes and special schools for gifted children (separated and special education). We believe that the majority of these forms should be applied in domestic institutions of general secondary education. It is not necessary to ignore the achievements of foreign colleagues who have been tested them by practice and have received good results, but these forms need to be adapted to the realities of national education.

The main task of the teacher is to identify as soon as possible the giftedness of each child, regardless of which educational institution he/she studies: in a general secondary school, gymnasium, lyceum or in a specialized school with advanced study of foreign languages. Gifted children are in all institutions of general secondary education, but often their abilities remain unnoticed. More attention is usually paid to excellent students who are not necessarily gifted, and conversely, gifted children are not always excellent students. It is very important to create a favorable psychological climate that will help bridge the gap between the intellectual and personal development of a gifted child and contribute to his/her development. The teacher should properly organize the selection and systematization of learning material and educational technologies for gifted students. In addition to tasks, containing textbooks and offering to students of the whole class, gifted students need additional tasks for independent work, therefore the teacher should always be prepared to have a backup learning material for such students.

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ФОРМУВАННЯ МАТЕМАТИЧНИХ КОМПЕТЕНТНОСТЕЙ ОБДАРОВАНОЇ ОСОБИСТОСТІ В УМОВАХ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

Стаття посвячена проблеме формирования математических компетентностей одаренной личности в условиях современности и требованиям, которые сегодня выдвигаются к учителям. Автором предложены формы работы с одаренными учениками, которые целесообразно использовать учителю во время планирования и управления развитием потенциала учеников на уроках во внеурочное время.

Ключевые слова: компетентность, математическая компетентность, творческий потенциал, проблемное обучение.