

Tamara Polonska
Candidate of Pedagogical Sciences
Institute of Pedagogy of the NAES of Ukraine

EDUCATIONAL FOREIGN LANGUAGE ENVIRONMENT AT PRIMARY LEVEL IN THE CONTEXT OF NEW UKRAINIAN SCHOOL

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The State Standard of Primary Education and the curricula of the new generation clearly traces the tendency towards competence-oriented teaching students of foreign communication and the formation of key competences necessary for their successful self-realization in society. The acquisition of competences by students is an actual strategy of state policy, requiring fundamental changes in various fields of education, including primary school. The New Ukrainian School, the modernization of which started from the initial level in 2018, needs not only updating the content of education, preparing new textbooks, selecting effective methods and forms of teaching, but also the upgrading an educational environment.

The basic principles of the competence-based approach to teaching foreign languages are described in the scientific publications of Ukrainian scientists N.P. Basai, N.F. Borysko, L.V. Kalinina, O.S. Pasichnyk, T.K. Polonska, V.H. Redko and others. As for the educational foreign language environment, such achievements among the domestic researchers are significantly less (R.S. Hurevych, L.Ya. Zenia, V.H. Redko, H.V. Tverdokhlib, etc.), and all of them, besides the works of V.H. Redko, refer to the formation of an educational foreign language environment in higher educational institutions.

The content analysis of scientific works on pedagogy and psychology shows that most scholars (B.S. Gershunskyi, V.V. Davydov, G.M. Kodzaspirova, V.V. Kraievskyi, N.V. Kuzmina, V.O. Slastionin, I.S. Yakymanska, etc.) understand the definition of “educational environment” as a set of social, cultural and other conditions in which the student’s learning activities take place and which influence the formation of his/her personality.

When teaching a foreign language in artificial conditions, the effectiveness of the educational environment is crucial for achieving the goals and directly influences the effectiveness of learning. Educational foreign language environment (EFLE) is a complex formation based on the interaction of two subjects of the educational process - students and a teacher, including pedagogical conditions, situations, a system of relations between them, united by the common educational

process, aimed at achieving the goals and objectives of learning. We consider EFLE as comfortable and safe conditions for self-realization of participants in educational process during communication, exchanging training and other information, mastering and using a foreign language, building dialogue and cooperation on the basis of partnership.

EFLE provides *students* with the holistic mastering the content of educational material, allows them to show and develop their abilities, increases their interest and motivation to study the subject, makes it possible to learn the culture of another people, tell their foreign interlocutor about the culture of their own country, activate their cognitive interests. At the same time, EFLE allows *a teacher* to successfully implement his/her tasks, use innovative methods, forms and means of mastering students with foreign language activity; enable them to positively influence their actions, stimulate active speech interaction, taking into account their potential opportunities and acquired learning experience.

EFLE envisages the possibility of modelling students' *communicatively directed actions* (in particular, their psychological readiness for learning activity, motivation, potential learning opportunities, interests, experience gained while studying other subjects - interdisciplinary connections, general educational level of development, situationally appropriate and accessible methods, forms and means of learning, expected outcomes) and the *content of its individual components*, due to the objectives of lessons (teaching aids, its types, number and forms of use).

The model of educational foreign language communicative environment, created in the Department of Foreign Languages Teaching of the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, where the author of this article works, intentions to create conditions for the effective organization of teaching a foreign language process, aimed at mastering students' foreign language communicative competence and experience of improving it in accordance with their life needs. This model includes both the subjects of the learning process and the means of ensuring their activities. The results of using the model include the acquisition of foreign language experience by students, which is able to provide their communication needs within the spheres, topics, foreign language material outlined by the curriculum, and the ability to improve their experience in accordance with their own life needs and interests. Experimental verification of this model in the institutions of general secondary education of Ukraine has proved its effectiveness and efficiency.

Today, our school needs a new quality of the educational foreign language environment, in which the subjects of learning process are as active as possible and are involved in the process of communication, close to the conditions of real intercultural communication. The purpose of creating a new type of EFLE is to

improve the quality of teaching a foreign language and engage students in the dialogue of cultures through the implementation of personality-oriented, competence-based, activity, cultural approaches and the use of new educational and information technologies, virtual environments and platforms in learning process. According to the requirements of the New Ukrainian School, the modern educational environment should be creative, comfortable and safe, aimed at developing the student and motivating his/her to study. Educational foreign language environment of primary school will be the basis for creating such an environment in basic and high school.