

Polonska Tamara Kostiantynivna

Candidate of Pedagogical Sciences, Senior Researcher
Institute of Pedagogy of the NAES of Ukraine

**CONTINUITY BETWEEN PRIMARY AND BASIC SCHOOLS
IN THE FORMATION OF INTEGRATED CONTENT LINES
IN FOREIGN LANGUAGE LESSONS**

The continuity in the work of all stages in the educational system is a necessary condition for continuous education, which must fully ensure the unity, interconnection of the purpose, content, methods, forms of education and upbringing and development of the child, taking into account its age characteristics. The issue of continuity between primary and basic school is a component of the general continuity problem in the educational process, the solution of which is one of the main conditions for successful adaptation of primary school students to study in basic school and an important prerequisite for successful education in grade 5.

The conceptual basis of continuity in the psychological aspect was presented by L.S. Vygotsky, who introduced such a theoretical construct as a “zone of proximal development” to characterize the relationship between the learning process and the child’s mental development. According to this concept, learning processes are ahead of development processes. In the opinion of the scientist-psychologist, training should be guided by already completed cycles of development, at its lower threshold [1]. So, continuity is possible due to the fact that the new is based on the achieved level of development, as well as due to the forecast made on this basis, which ultimately determines the logic of the pedagogical process, providing it with the necessary consistency, and hence continuity in forms, content and methods of work. The essence of continuity in teaching a foreign language is to provide the necessary connection and the correct correlation between the parts of the subject at different levels of its study, that is, in the sequence, systematic arrangement of the material, in

support of the level of development studied and achieved by students, in the prospect of studying the material, in the consistency of levels and stages of educational work.

The solution of the continuity problem involves a close interconnection of its various aspects:

- *didactic*, including the continuity of content, means, forms and methods of teaching;

- *psychological*, related to the laws on formation of educational activity and the development of mental functions of the child;

- *methodical*, aimed at developing new approaches to the formation of scientific concepts that effectively influence the development of students' thinking.

The continuation in the transition from primary to basic secondary education should be carried out at the level of goals and objectives, the content of education, organizational forms, and intended learning outcomes. The question of the continuity of state educational standards for general education is fundamental, since standards are developed and approved in accordance with the levels of general education. In turn, typical curricula for three levels of education in various school subjects are developed on the basis of state standards.

Four integrated or cross-cutting content lines have been identified in foreign languages curricula for 5–9 grades of institutions of general secondary education to emphasize the key competences [2]. In particular, these are such lines as: “Environmental security and sustainable development”, “Civil responsibility”, “Health and Safety”, “Entrepreneurship and Financial Literacy”. The introduction of integrated content lines (ICL) in the subject “a foreign language” involves solving problems of real content, implementation of interdisciplinary educational projects, work with various sources of information and developing students' ability to apply integrated knowledge and skills to real-life situations.

Let's examine how the continuity between the primary and basic school is preserved in foreign languages curricula using the example for implementation of the integrated content line (ICL) “Environmental security and sustainable development” (Table 1). This ICL is aimed at students formation the basics of social activity,

responsibility and environmental consciousness, willingness to participate in environmental issues and the development of society, awareness of the importance of sustainable development for future generations.

Table 1

Continuity in the formation of the ICL “Environmental Security and Sustainable Development”

No	Topic	Primary school	Basic secondary school (grades 5–6 in gymnasium)
1.	Rest and leisure	Understands the need to tidy up the place of rest.	<i>5th grade.</i> Explains the need for cleaning behind oneself during your vacation.
2.	Nature and environment	Appreciates and cares for nature.	<i>5th grade.</i> Considers nature as a holistic system.
3.	Human	Understands the consequences of irrational human actions on the environment.	<i>(the topic is not transmitted by the curriculum)</i>
4.	Travelling	Discovers a value attitude to nature while travelling.	<i>6th grade.</i> Discusses the benefits of environmental modes of transport.
5.	Ukraine	<i>(the topic is not transmitted by the curriculum)</i>	<i>6th grade.</i> Proposes measures to improve the environmental situation in Kyiv.
6.	School and school life	<i>(the line is not implemented into this topic)</i>	<i>5th grade.</i> Discusses participation in school environmental events.
7.	Home city / home village	<i>(the topic is not transmitted by the curriculum)</i>	<i>5th grade.</i> Explains the relationship of a man and the environment and its dependence on natural resources.

As one can see from Table 1, the formation of the ICL “Environmental security and sustainable development” is carried out in primary school within four topics defined by the curriculum, and in grades 5–6 of a gymnasium this number increases to six. So, in the process of studying the first topic “Rest and leisure”, primary school and gymnasium students are actually oriented towards identical skills and attitudes, only with the addition in grade 5: “gives examples from own experience”. In the second and fourth topics (“Nature and the environment”, “Travelling”) the skills are

somewhat expanded and concretized in the gymnasium, taking into account the experience gained by students in primary school. The topic “Human” is aimed at formation of the specified line only in primary school, and the other three topics (“Ukraine”, “School and school life”, “Home city / home village”) – only in gymnasium. That is, the continuity and consistency in the implementation of the ICL “Environmental security and sustainable development” can only be observed in the process of studying three topics (“Rest and leisure”, “Nature and the environment”, “Travelling”), which are stated both in primary school and in the gymnasium.

The implementation of the analyzed integrated content line is not provided for by the existing curricula in foreign languages when studying a number of topics such as: “Me, my family and friends”, “Holidays and traditions”, “My house”, “Food”, “Shopping”, “Sport”, “Clothes”, “Great Britain”. We believe that most of these topics, if not all, could be involved in the implementation of the ICL “Environmental security and sustainable development”, both in primary and basic secondary schools. This particular remark on foreign languages curricula for grades 5–9 in gymnasiums applies to the other three content lines.

Thus, the prerequisite for ensuring the quality of foreign language education is the principle of continuity between primary and basic schools in the formation of integrated content lines. However, today it is impossible to fully take into account this principle, for example, in the 5th grade of a gymnasium. This is due to the fact that students who were enrolled in the first year of the new Ukrainian school in 2018 will become fifth-graders only in 2022. Currently the implementation of integrated content lines is carried out without taking into account the skills acquired by students in primary school, which should become the basis of their successful education in the gymnasium.

References:

1. Vygotsky L. S. Thinking and Speech. Ed. 5. Moscow : Labyrinth, 1999. 352 p. (in Russian).
2. Curriculums in foreign languages. Grades 5–9. Ministry of Education and Science of Ukraine. Kyiv, 2017.URL : <https://mon.gov.ua/storage/app/media/zagalna%20>

[serednya/programy-5-9-klas/programi-inozemni-movi -5-9-12.06.2017.pdf](#) (in Ukrainian).