

PROBLEMS OF IMPLEMENTATION OF SCIENCE INTO PRACTICE
**APPLIED ASPECTS OF THE IMPLEMENTATION OF
THE CONCEPT OF TEACHING UKRAINIAN TO
PRIMARY SCHOOL PUPILS WITH INSTRUCTION IN
NATIONAL MINORITY LANGUAGES**

Bohdanets-Biloskalenko N.

Doctor of Pedagogical sciences,
Head of scientific subsection of Languages of Other Ethnic Minorities
Institute of Pedagogy of the National Academy
of Pedagogical Sciences of Ukraine

Karaman O.

The issue of renovation of the concept of teaching Ukrainian to primary school pupils with instruction in national minority languages is topical and timely. For nearly 30 years, in Ukrainian schools with instruction in national minority languages primary school pupils commenced learning the state language which from the beginning up to the present time is carried out according to the the curriculum in force [1], aiming at the development in pupils the ability to communicate in Ukrainian for spiritual, cultural and national actualization, to use the language in personal and social life, in intercultural dialogue, perceiving it as a prerequisite for one's own success in life; fostering the ability to communicate in the native language (if is other than Ukrainian); the formation of the respectful attitude to the cultural heritage and the enrichment of the emotional and sensory experience.

The elaborated concept presupposes that the aim of the curriculum in force is the formation in primary school pupils the profound skills in the state language and the skills to communicate in the native language (if is other than Ukrainian). It is provided that to master the state language and to communicate in the native language (if is other than Ukrainian) in direct communication the curriculum in force orients to the expansion of the learner's cognitive activities in the mediated communication (remotely in the space and time) according to the following content lines: 1) "oral interaction" (speaker / listener – listener / speaker); 2) "reading" (reader - author); 3) "written interaction" (author - reader); 4) "exploring media" (reader / spectator / listener - teacher); 5) "exploring speech" (reader / listener / listener - teacher); 6) "dramatizing" (reader / spectator / listener - author) which can support getting the experience of mediated communication and acquiring a scope of knowledge (notions and ideas) and skills which enable the learners to improve the aforementioned competence.

In the presented concept the applied aspects of every content line are substantiated. The implementation of the content line "oral interaction" (speaker / listener – listener / speaker) involves the engagement of the learners to the activities of perception, transformation, singling out, analysis and interpretation, evaluation and

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using oral information in real-life communicative practice (conversation, discussion in class, micro discussion in group, discussion in pairs, etc.).

The content line “reading” aims at the development of children’s motivation to reading, perception, analysis of texts, estimation and transformation of the information, imagination and creative thinking.

The implementation of the content line “written interaction” involves the engagement of learners in the actual written practice, notably by means of digital gadgets and in an on-line mode. It is expected to result into formed basic skills to produce written phrases both in actual and virtual reality and edit them.

The educational framework of the content line “exploring media” takes into account the specific features of the state-of-the-art information resources, their attractiveness and provides for getting the learners acquainted the foundations of media literacy, namely, the perception of the boundary between the real life and the mass media one; analysis and evaluation of the content of media texts (movies, cartoons, ads, photos, etc.); and the autonomous creation of simple media products.

The direction of the content line “dramatizing” is related to the formation of the idea of a theatre as a place, where learners are able to get the experience of sympathy and empathy. It envisages the engagement of learners to the performing art, where they are able to get acting experience, notably improvisation which provides the development the emotional intelligence in children, their creative thinking, self-awareness and self-efficiency, leadership, initiative, the ability to overcome obstacles connected with ambiguity and risks, to interact with classmates and to work in a team.

The selection of the competence based paradigm in the presented concept meets the requirements and tasks of the New Ukrainian School and is determined by the reorientation to the priority approaches to the content of teaching Ukrainian in the primary school, modern principles in education, methods, techniques, instruments and forms of teaching. A prominent place in the concept is dedicated to the description of applied aspects of teaching Ukrainian in school with instruction in national minority languages which correlates with the requirements of modern primary school and takes into consideration typological characteristics of the subjects of the educational process. The efficiency of the presented concept lies within the definition of the applied priorities of language education in primary school and in their adjustment to the needs and necessities of modern learners.

References:

1. The model educational curriculum for New Ukrainian School drafted under the guidance of Savchenko O.V. 2018. <https://osvita.ua/school/program/program-1-4/60407/>