

## **COMPETENCE-ORIENTED LEARNING OF FOREIGN LANGUAGES IN GYMNASIUM: LINGUODIDACTIC ASPECT**

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One of the main tasks of Ukrainian education is the implementation of a competence-based approach, the formation of students' key competences that allow a person to fully develop as an individual and to respond quickly to today's challenges. The formation of key competences begins in the primary grades, consequently, in the 5-6<sup>th</sup> grades of the gymnasium, this work proceeds on the basis of continuity and perspective. The analysis of scientific and methodological literature shows that continuity is implemented through the selection of educational material that takes into account the general development of students, their level of preparation for the subject and accessibility along with selecting methods and teaching procedures that would not differ significantly (especially at the start of the 5<sup>th</sup> grade) from those used by primary school teachers. This will be the stage of preparing learners to use new forms, methods and techniques.

In high school methodology, one of the key factors in the educational process is a socio-cultural one since a foreign language familiarizes students with the culture, traditions of a foreign society and provides insight into the features of national and historical development of the native language. Foreign language communication involves not only mastering phonetic, lexical and grammatical categories but also enables the acquisition of knowledge advancing general erudition. In this context, the relevant task of a teacher is the formation of intercultural foreign language communicative competence of students, which is defined as a set of knowledge related to world and national culture on which students develop the ability to reconcile their speech behavior with the acquired moral, ethical, aesthetic and other values.

An effective tool for forming intercultural foreign language communicative competence is speech situations implemented in foreign language lessons. Speech situations are a type of educational tasks that simulate activities in the field of foreign language thus providing for knowledge in the process of students' analysis of life situations or situations simulated by the teacher. They involve analysis and making independent decisions based on life experience.

The creation of an informal environment, the ability to meet the needs of self-realization and self-determination, which are of core importance for students of the 5-6<sup>th</sup> grades help increase motivation to learn foreign languages.

Choosing speech situations for lessons the teacher should take into account the following requirements: the focus of the task on the development of motivation and

cognitive activities of students; the potential of the task for forming in students the idea of themselves as people with great opportunities for development, as well as for acquiring the skills to learn in new conditions, work in a team, objectively evaluate one's own results and be able to compare them with the results of others; to succeed and adequately respond to the achievements and failures of others, to control and regulate emotions; to develop responsibility, independence and empathy in students.

**Список літератури**

1. Іноземні мови. Навчальні програми для 5-9 класів.[Електронний ресурс].: [https://ru.osvita.ua/doc/files/news/561/56140/program\\_movi.pdf](https://ru.osvita.ua/doc/files/news/561/56140/program_movi.pdf)