

FACTORS INFLUENCING THE EFFECTIVENESS OF FOREIGN LANGUAGE TEACHING TO STUDENTS OF GYMNASIUMS IN GRADES 5–6 ACCORDING TO COMPETENCE-BASED APPROACH

Polonska Tamara Kostiantynivna

Candidate of Pedagogical Sciences (PhD), Senior Researcher,
Leading Researcher of Foreign Languages Teaching Department
Institute of Pedagogy of the NAES of Ukraine

Competence-oriented foreign languages teaching in institutions of general secondary education (IGSE) is considered as the ability of students, according to their age characteristics and potential opportunities, to consciously perform educational actions that ensure the mastery of foreign language communication in oral and written forms within spheres, topics, situations and with the help of linguistic means outlined in the current curriculum.

Recommendations of the European Parliament and the European Council of the European Reference Framework for Key Competences for Lifelong Learning; “The Common European Framework of Reference for Language Education: Learning, Teaching, Assessment”; Law of Ukraine “On Education” serve as methodological bases for the organization of competence-oriented foreign language teaching in grades 5–9 of the IGSE. The educational process is based on communicative, activity, personality-oriented and cultural approaches, which in its essence determine the goals and content of foreign language teaching as an important means of intercultural communication and understanding in today’s globalized, multilingual and multicultural world society.

Competence-oriented foreign language teaching needs to take into account a number of important factors that affect the effectiveness of such education. Let’s describe them.

Objectives of school foreign language education (in general and at a certain stage of study in particular). The main features of this aspect are the peculiarities of goal-setting, its focus on the practical mastery of a foreign language as a means of communication, as well as on the formation of students’ ability to solve their own educational problems using critical reflection, aimed at improving foreign language skills and speech experience throughout life in accordance with their own communication needs.

According to the State Standard of Basic Secondary Education, the purpose of secondary school (gymnasium) is the development of natural abilities, interests, talents of students, the formation of competences necessary for their socialization and civic activity, conscious choice of life and self-realization, continuing education at the level

of specialized (profile) education or obtaining a profession, education of responsible, respectful attitude to family, society, environment, national and cultural values of the Ukrainian people [1].

The purpose of competence-oriented teaching of foreign language communication for students in grades 5–9 is to direct the educational process towards the formation of students' ability to integrate the acquired knowledge, existing skills and abilities, acquired educational experience, worldview values, attitudes and beliefs with active creative independent research activities within the guidelines outlined in the curriculum in the process of selection and use of language and information material for the production of oral and written texts and for the identification of foreign language expressions in the process of their perception during reading and listening [2].

Achievement of these objectives is ensured through the formation of key competences necessary for every modern person for successful life. Key competences include: 1) fluency in the state language, 2) the ability to communicate in native (in case of difference from the state) and foreign languages, 3) mathematical competence, 4) competence in the field of natural sciences, engineering and technology, 5) innovation, 6) environmental competence, 7) information and communication competence, 8) lifelong learning, 9) civic and social competences, 10) cultural competence, 11) entrepreneurship and financial literacy.

The basis for the formation of key competences is the personality qualities, personal, social, cultural and educational experience of students; their needs and interests motivating them to learn; knowledge, skills and attitudes formed in the educational, sociocultural and informational environment, in different life situations.

The following skills are cross-cutting in all key competences: a) to read with understanding; b) to express one's own opinion orally and in writing; c) to think critically and systematically, d) to prove one's own position logically; e) to act creatively, which involves creative thinking; f) to show initiative, g) to manage emotions constructively; h) to assess risks; i) to make decisions; j) to solve problems; k) to collaborate with others.

It should be noted that the formation of key competences by means of a foreign language is not a one-time action. This is a long process that does not end with the study of a certain topic of communication or the completion of studies in general secondary education. The work in this sphere is determined by the topic defined by the curriculum for each class. Among the key competences there are those that are formed constantly, in different volumes and directions throughout the process of teaching a foreign language. And there are competences, the selective formation of which is possible only within certain topics of communication. In addition, the formation of some key competences can be integrated in several topics at different stages of studies. Consequently, learning activities in a particular classroom, aimed at developing some key competences, may not occur.

The content of foreign language teaching is aimed at the formation of the following speech functions: a) to describe, tell, characterize; b) to compare; c) to justify their

choice, their own point of view; d) to request and provide information; e) to ask in order to explain and clarify information; f) to ask for help; f) to offer, accept, reject the proposal; g) to express one's impressions, feelings and emotions; h) to assess events, situations, deeds, actions, facts; i) to exchange opinions.

Features of the selection and organization of the content in teaching a foreign language. This factor is due to both the goals and the subject of teaching foreign language communication. The content of education is ensured by the unity of subject, procedural and emotional-value components, and is created on the basis of mastering a foreign language in the context of intercultural paradigm, which involves teaching the language of the people who communicate with it, and acquaintance with its culture. This factor takes into account the current trends in the development of school foreign language education (competence-based, communicative, activity-based, personality-oriented, culturological approaches), meta-subject categories related to organizational, information-cognitive, communicative, emotional-value types of educational activities aimed at mastering the linguistic aspects of communication and mechanisms of foreign language communication in oral and written speech, at learning the features of communicative behaviour, adopted in the countries of the target language, to comply with the socio-cultural norms of using strategies in accordance with the communication situation, ensuring the success of communicative interaction. This approach determines the formation of readiness for intercultural communication within the framework of typical spheres, topics and situations of communication determined by the curriculum. After the end of the adaptation cycle (grades 5–6), the students of general secondary education institutions who study the first foreign language reach the A2 level, and after the completion of basic subject education (grades 7–9) – the B1 level.

Features of selection and use of methods, forms, teaching aids. This factor is due to certain trends in the development of modern school foreign language education, in particular: a) communicative direction of the educational process; b) activity-based learning technology; c) personality-oriented paradigm of the learning process, its compliance with the age characteristics of school students; d) culturological direction of educational activity. Certain educational technologies should contribute to the successful mastering by students of educational actions focused on obtaining a foreign language experience of communication in oral and written forms, it is impossible without the assimilation of linguistic units and mechanisms of operating them in practical foreign language activities. Therefore, the methods, forms, types of teaching and means of its implementation should optimally ensure the effectiveness of ways for presenting and activating the selected language and speech units and enable the implementation of objective control / self-control of students' academic achievements.

Features of organization of the educational process. It is envisaged that training is organized according to the principle of parallel and interconnected mastering by students of all types of speech activity (listening, speaking, reading, writing). At the same time, thanks to the means of a foreign language, one gets acquainted with the socio-cultural, sociolinguistic, linguistic aspects of the culture of the country whose

language is being studied. In this regard, the whole learning process takes the form of dialogue of cultures (foreign and native), which is carried out by means of a foreign language. This approach is provided by special types and forms of foreign language learning activities, among which the decisive place belongs to communicative tasks, including interactive technologies and learning-speech situations, which acquire priority teaching aids in the educational activities of students.

Features of objects, forms and types of control in educational achievements of students. This factor presupposes the use of a new approach to assessing foreign language achievements of students. Attention is focused in general on learning outcomes, in particular on the level of language and speech skills formation, as well as on the quality of acquired general learning experience. At the same time, the priority is the types and forms of control not so much the level of the language formation (phonetic, lexical, grammatical) skills of students (although they are the objects of testing), as the quality of foreign language skills in four types of speech activity: speaking, listening, reading, writing. At the same time, it should be noted that the general learning experience of students is not ignored, and it allows them to use non-verbal means of communication, carry out activities to meet their own needs of communication in a foreign language in specific situations. This element is important in the context of competence-based teaching, when the attention of students and teachers should be focused on learning outcomes as objective indicators of didactic and methodological feasibility and effectiveness of modelling the educational process.

Both the model [2] and the educational [3] curricula in foreign languages for grades 5–9 of the IGSE are aimed at implementing the requirements for the compulsory learning outcomes of students in foreign language defined in the State Standard of Basic Secondary Education. Compulsory learning outcomes and levels for assessing foreign language education are based on the Common European Framework of Reference for Languages. Accordingly, the level of foreign language proficiency of students was established: at the end of the 6th grade – the A2 level; at the end of the 9th grade – the B1 level.

Psychological characteristics of younger teenagers. The transition from primary school to the basic school is a turning point, a crisis period in the life of younger teenagers (10–12 years old), therefore, knowledge and consideration of their psychological characteristics will help the teacher to identify and determine the optimal approaches to the selection and content of teaching a foreign language.

An important mental neoplasm of younger teenagers is the development of arbitrariness of all mental processes, caused primarily by other higher requirements for them by educational activities. Teenagers are already able to organize their thinking independently, memory, attention, to some extent to regulate their own emotional and volitional processes.

At this age, the intellectualization of all psychological actions continues. First of all, this is expressed in the development of children's *abstract thinking*, that is, in a change in the relationship between concrete figurative and abstract thinking in favour

of the latter. The main thing in the development of thinking of younger teenagers is the fact that they first master the process of concepts formation, move to a new and higher form of intellectual activity – to thinking in concepts (conceptual thinking). This promotes the development of skills and abilities to analyse, systematize and group complex phenomena, to identify common and different.

A characteristic feature of the psychophysiology of a modern student is *clip thinking* (clip – “a text fragment”, “a film fragment”, “a newspaper clipping”), the formation of which is associated with a steady increase in information flow as a result of rapid development of modern information and communication technologies. Clip thinking assumes a superficial and fragmentary perception of information using short and vivid passages without effort to establish logical connections between them. The advantage of this type of thinking by students is the rapid perception of images, visuality, emotionality, associativity, the ability to absorb a large amount of information. However, modern children, who are accustomed to receiving instant information in the form of short fragments, have a reduced ability to think critically. Teachers should take into account both negative and positive aspects of clip thinking and direct efforts to appropriate and effective organization of learning according to educational and emotional needs of students and their age with the introduction of modern learning technologies (critical thinking technology, case technology, problem-based learning technology, etc.).

At this age, a child’s *memory capacity* increases significantly not only due to better memorization of the material, but also due to its logical understanding. Unlike mechanical memorization, memory becomes logical (the use of logical operations in the process of memorization). The main task of a teacher in working with teenagers is the purposeful development of memory processes: memorization, preservation, reproduction.

Teenagers’ *attention* becomes more stable, conscious and selective. Unlike primary school students, who are dominated by involuntary attention, younger teenagers are able to focus not only on visual objects, but also on imaginary ones. The teacher can control the attention of students by presenting new material by different methods, including it in independent activity, making it interested in its content.

Teenage years are characterized by such specific neoplasms as a sense of adulthood, the need for self-realization and self-affirmation, which is possible only with object-oriented and practical activities related to communication. The growing need for socialization means that *communicativeness* is becoming one of the important characteristics of the individual. For the development of students’ communicative skills, it is necessary to simulate situations of communicative interaction, in which they can train the use of new language and speech material, solving problems that are close to real ones.

References

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