K. Sukha,
Master Student,
I. Samoylyukevych,
PhD (Education), Professor,
Zhytomyr Ivan Franko State University

USING QUESTS IN THE ENGLISH LESSONS IN PRIMARY SCHOOL WITHIN A META-DISCIPLINARY APPROACH

At the present stage, the development of education in Ukraine requires integration, differentiation of learning and strengthening of knowledge, an inseparable combination in the content of education of general and professional components in accordance with the demands and capabilities of students. In the New Ukrainian School, primary education seeks to acquire a new meaning, gradually becoming the philosophy and goal of the modern educational space which will harmoniously combine man and nature, reveal its creative abilities in the context of cultural and civilizational changes.

For primary school teachers, the subject of their teaching activity is the formation of conditions for students' conscious understanding of the structure of education, the relationships between sections of one subject and between different subjects, and, most importantly, understanding how to use knowledge in educational and practical activities. The goal of learning is considered to be the process in which students' research abilities and research behaviour are developed. Special skills that are formed during research activities belong to the universal or meta-disciplinary skills. The development of meta-disciplinary skills occurs only if students become active subjects in the personality-oriented educational process [1, c. 42].

The problem of the formation of meta-disciplinary skills in students is reflected in the researches of O. Asmolov, Y. Gromyko, A. Khutorsky and their followers. O. G. Asmolov considers the meta-disciplinary approach as a systematized comprehensive approach to the formation of interdisciplinary learning outcomes. The application of the meta-disciplinary approach in practice means the transition from an explanatory-illustrative approach in teaching to a personality-oriented, activity-based approach that meets the requirements of the State Standard of Education [3].

According to Trubacheva's work the meta-disciplinary approach assumes that the child not only masters the system of knowledge but also learns universal methods of action and with their help will be able to obtain information about the world.

A meta-disciplinary approach as the organization of students activities in order to transfer to them ways of working with knowledge involves thinking about the most important concepts of the subject, the availability of educational activities, formation and development of students' basic abilities. The meta-disciplinary approach was developed in order to solve the problem of separation of different subjects from one another. Therefore, this approach is the symbolic bridge that connects all subjects [5, c.183].

In foreign language lessons, teachers try to incorporate the most important features of the meta-disciplinary approach in their practice, including the formation of meta-disciplinary relationships in the objectives of their work in English lessons. It is in foreign language lessons that students learn vocabulary related to almost all spheres of human life, perform mathematical operations in another language, get acquainted with the culture and traditions of the English-speaking countries in history, geography, world art culture, read literary texts in a foreign language, which allows students to expand their knowledge of literature.

The use of a meta-disciplinary approach during the study of various topics in English lessons will contribute not only to the activation of the acquired vocabulary, broadening the horizons of students, but also to the development of a holistic perception of the world. Among effective tools for achieving meta-disciplinary results in the educational process a special place belongs to quest technology which integrates elements of project-based learning, ICT, problem-solving and gaamification as well as interaction in teams. A quest assumes that the child will not only get acquainted with the system of knowledge, but also will create universal ways of action, through which one can independently obtain information about the world, to build one's life experience. Quests are conducted as a game-like activity in which one can use subject matter from different disciplines, a variety of teaching methods and techniques.

Quest technology in the education and upbringing of children began to be widely used in the late twentieth century when B. Dodge, a professor at the University of San Diego (USA), proposed to use in the learning process search engine, which was to find a solution to the problem. each of which needed to perform an action or find a key to go to the next level. Initially, the then quest technology was not even reduced to finding a logical solution, but was designed, rather, to interest the child, creating a process similar to the game [2].

Quest technology in English lessons helps to increase students' motivation to learn English language norms, allows to master the subject in an interesting, exciting and cognitive form, creates conditions for the development of various forms of national educational institutions, can use methodological navigation in language and speech [6].

In the context of teaching English vocabulary, we distinguish the following types of quest technologies: 1) quest-message which involves deciphering the code using pictures, numbers, geometric images; 2) quest-search which involves searching for the necessary information in the room, in multimedia applications, in the fresh air with the help of small tips; 3) quest role-play which involves students receiving cards with different characters of a fairy tale or story, using attributes and costumes that will help to better get used to the role; 4) creative quest in which you need to make a video, collect a collage, prepare a presentation, come up with a story.

Here is a sample quest which aims to use a meta-disciplinary approach in the process of teaching English vocabulary on the topic "Food" in 3d grade.

***Quest Search* "Golden Spoon"**

Rules: The children are divided into 3 teams - "Green apples", "Pineapples" and "Bananas".. They must complete the task over a period of time. Passing each station makes it possible to move on to the next stage of the activity. For each correctly performed task, they receive " a golden spoon".

Activities:

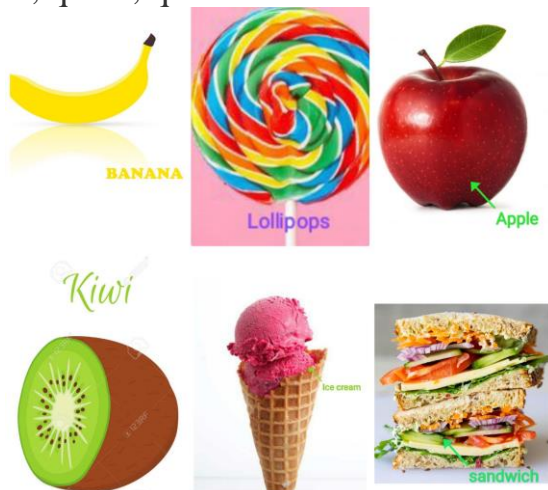**Station 1: "Rhyme zone"**

Instruction: Continue rhyming.

Rhyme:

I am biting a(n) _____-
crunch, crunch, crunch!
I am chewing a(n) _____-
munch, munch, munch!
I am licking a(n) _____-
lick, lick, lick!
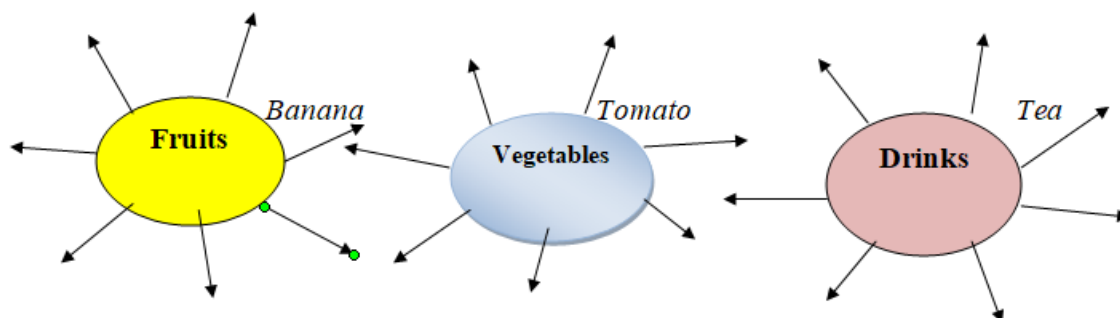But I am eating a(n) _____
quick, quick, quick!

Procedure: Learners read the rhyme and choose the right word to continue rhyming. If they have done it correctly, they get a 'golden spoon' from the teacher.

Possible answers: banana, sandwich, lollipops, ice cream.

Station 2: "Food Game"

*Instruction:* Write more words for each content area.

Procedure: Each team is given the task to collect an associative bush. 1 team - fruit, 2 team -vegetables, 3 team-drinks. If they have done it correctly, they get a 'golden spoon' from the teacher.

Possible answers: Fruits: banana, kiwi, apple, orange, pineapple, grapes, pear; Vegetables: potatoes, tomatoes, cucumbers, zucchini, onions, cabbage, carrots; Drinks: coffee, tea, juice, water, milk, cocoa, lemonade.

Station 3: "Food dominos"

Instruction: Play a game of dominoes.
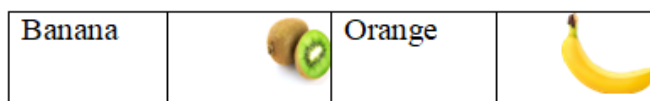
Procedure: Each team receives a three-piece set of dominoes (cardboard rectangles). There is a picture on one half of the dominoes, and the name of a food item is on the other half. The team play a game of dominoes, naming the food items in their cards. The one who finishes first is the winner. If they have done it correctly, they get a 'golden spoon' from the teacher.

Possible answers:

Station 4: " Question Valley "

Instruction: Create questions.

Questions:

1. favorite/ Wha/t your/ fruit/ is?
2. is/ What/ favorite/ your/ vegetable?
3. usually/ What/ do/ you/ buy/ food?
4. you/ Do/ cooking/ like?
5. you/ like/ Do/ tea?
6. is /your/ What/ now/ mother/ cooking?
7. like/ What/ do/ breakfast/ you/ for?

Procedure: Teams receive 5 questions with words in a chaotic order, from which students create questions and translate them. If they have done it correctly, they get a 'golden spoon' from the teacher.

Possible answers:

1. What is your favorite fruit?
2. What is your favorite vegetable?
3. What food do you usually buy?
4. Do you like cooking?
5. Do you like tea?
6. What is your mother cooking now?
7. What do you like for breakfast?

Station 5: "Spy Glass"

Instruction: Unravel the encrypted proverb.
Code: 9,7,19,1,17,17,19,9,12,9,19,11,13,3,19,4,22,12,9,7,19,1,9,12,8,2.
A - 1 F - 23 K - 20 P - 17 U - 14 Z - 10
B - 6 G - 2 L - 24 Q - 21 V - 18
C - 11 H - 7 M - 3 R - 25 W - 22
D - 15 I - 12 N - 8 S - 4 X - 26
E - 19 J - 16 O - 13 T - 9 Y – 5

Procedure: The team receives a card containing coded English proverbs or sayings. It is necessary to decipher the proverb. If they have done it correctly, they get a 'golden spoon' from the teacher.

Possible answers: ***The appetite comes with eating***

Station 6: "Cutting food"
Instruction: Collect parts of words into one word.

Bre / ad,	swe / ets,
ap / ple,	pota / toes,
ca / ke	but / ter,
che / ese,	to / matoes,
cucum / ber,	su / ger

Procedure: Teams are given tasks where you need to make a whole word from the scatterings of parts of a word. If they have done it correctly, they get a 'golden spoon' from the teacher.

Possible answers: Bread, sweets, apple, potatoes, cake, butter, cheese, tomatoes, cucumber, suger.

Station 7 «Missing Ingredients»
Instruction: **Find 7 "food" words**

m	j	t	w	t	q	u	f	a	o
w	o	c	h	e	e	s	e	a	g
a	q	h	u	a	i	m	p	l	x
t	x	i	d	r	g	b	g	r	y
e	z	c	t	o	m	a	t	o	e
r	u	k	z	w	i	n	x	j	h
b	r	e	a	d	w	a	w	e	o
a	v	n	i	w	s	n	d	h	n
p	w	w	g	o	r	a	n	g	e
c	a	r	r	o	t	i	s	w	y

Procedure: Each team needs to find the encrypted 7 words in the crossword puzzle. If they have done it correctly, they get a 'golden spoon' from the teacher.

Possible answers: tea, chicken, orange, honey, bread, banana, cheese, tomato, carrot, water.

According to the results of the quest, the winning team is the one which has collected more "golden spoons". Team members who have won prizes are awarded with certificates of winners, the rest of the teams are awarded with certificates of participantion.

Thus, using quests in the English lessons in primary school within a meta-disciplinary approach helps students to become independent and life-adapted language users who are able to navigate in life and learning situations; it promotes

the development of learners's cognitive and creative skills as well as the ability to independently construct their knowledge. This technique also provides conditions for the development of critical thinking and information skills which can be applicable across the curriculum.

REFERENCES

1. Васьківська Г.О. Метапредметний підхід до формування системи знань про людину як один із принципів сучасного підручникотворення: зб. наук. праць, вип. 12. Київ: Педагогічна думка, 2012. С.42-50

2. Використання web-квестів у навчально-виховному процесі. URL: http://ru.osvita.ua/school/lessons_summary/edu_technology/30734/ (дата звернення 23.03.2021).

3. Державний стандарт початкової освіти [затверджено постановою Кабінету Міністрів України від 21 лютого 2018 р. № 87]. URL: http://dano.dp.ua/attachments/article.pdf (дата звернення 23.03.2021).

4. Основні орієнтири виховання учнів 1-12-х класів загальноосвітніх навчальних закладів України (програма): Практика управління закладом освіти. №3(20). 2008. С.7–18.

5. Трубачева С. Е. Метапредметний аспект формування загальнонавчальних компетентностей учнів в умовах профільного. Науковий вісник Ужгородського національного університету. Серія: Педагогіка. Соціальна робота. №36. 2015. С.183-185

6. Dodge B. Some Thoughts About WebQuests. URL: http://www.webquest.org/sdsu/about_webquests.html (дата звернення 23.03.2021).