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THE FORMATION OF PRIMARY SCHOOL PUPILS' KEY COMPETENCIES IN THE NEW UKRAINIAN SCHOOL

Introduction. Nowadays, competence requirements have changed with more jobs being subject to automation, technologies playing a bigger role in all areas of work and life, and entrepreneurial, social and civic competencies becoming more relevant in order to ensure resilience and ability to adapt to change.

High quality education, including extra-curricular activities and a broad approach to competence development, improves achievement levels in basic skills. In addition, new ways of learning need to be explored for a society that is becoming increasingly mobile and digital. Digital technologies have an impact on education, training and learning by developing more flexible learning environments adapted to the needs of a highly mobile society.

Skills, such as problem solving, critical thinking, ability to cooperate, creativity, computational thinking, self-regulation are more essential than ever before in our quickly changing society. They are the tools to make what has been learned work in real time, in order to generate new ideas, new theories, new products, and new knowledge [1].

The modern world is complex. It is not enough to provide a child with knowledge. It is also necessary to teach how to use that knowledge. Knowledge and skills linked to the pupils' value system form their life competencies that are essential for the successful self-fulfillment in life, education and work.

Presentation of the main material of the article. Competence is a dynamic combination of knowledge, skills, ways of thinking, opinions, values, other personal qualities, which recognizes person's ability to successfully socialize, perform professional and/or further educational activity [2].

According to the Concept of the New Ukrainian School, there are **10 key competencies** that students should possess:

1. *Communication in the national language (and mother tongue, if different).* The ability, in speech and writing, to express and interpret ideas, thoughts, feelings, facts and views: by listening, speaking, reading, writing, and the use of multimedia. The ability to interact by linguistic means with the full spectrum of social and cultural aspects in education, at work, at home, and during spare time. The realization of the role of effective communication.

2. *Communication in foreign languages.* The ability to understand adequately concepts expressed in a foreign language, to express both in speech and in writing the ideas, thoughts, feelings, facts and views. By listening, speaking, reading and writing in a broad range of societal and cultural contexts. The skills of direct activity and intercultural communication.

3. *Mathematical literacy*. A culture of logical and algorithmic thinking. The ability to use mathematical (numerical and geometrical) methods to solve practical tasks in various areas of activity. The ability to understand and use simple mathematical models. The ability to build such models to solve problems.

4. *Competencies in Science and Technology*. A scientific understanding of nature and modern technology, as well as the ability to use it in practical terms. The ability to apply scientific methods to observe, analyze, formulate hypotheses, collect data, conduct experiments and analyze their results.

5. *ICT and digital competencies* envisage confidence and critical appraisal in the use of Information and Communication Technology (ICT) to produce, research, process and exchange information at the workplace, in the public domain and in personal communication. Information and media competence, the fundamentals of programming, algorithmic thinking, working with databases, and skills in Internet security and cyber security. Understanding of the ethics in information processing (copyright, intellectual property, etc.).

6. *Lifelong learning skill*. The ability to search and master new knowledge, to gain new skills, to organize an educational process (individually and in groups), in particular, through effective resource and information flow management, an ability to set educational goals and determine means to achieve them, to build one's own educational and professional trajectory, to appraise your own educational achievements, and to learn throughout life.

7. *Sense of entrepreneurship*. The ability to generate and bring to life new ideas and initiatives in order to increase both one's own social status and wellbeing, and development of the community and the nation as a whole. The ability to behave rationally as a consumer, effectively use personal savings, and make rational decisions in employment, finance and other areas.

8. *Social and civic competencies*. All forms of behaviour that are needed for effective and constructive participation in society, in the family, and at work. The ability to work with others to achieve results, to prevent and resolve conflicts and reach compromises. Respect for the law, human rights and support for social and cultural diversity.

9. *Cultural awareness*. The ability to appreciate objects of art, form one's own artistic tastes, independently express ideas, experiences and feelings towards art. This competence envisages a deep understanding of each person's own national identity as a basis for an open attitude and respect for the diversity of the cultural expression of others.

10. *Environmental awareness and healthy lifestyles*. The ability to use natural resources in a prudent and rational way within the framework of sustainable development, the realization of the role of the environment in human life and health, and the ability and willingness to live a healthy lifestyle [3, p. 11-12].

It is obvious that pupils should gain each of the competencies mentioned above in the educational process. So the question arises how the formation of the key competencies should be implemented in the educational process. Today the best way to observe the most effective ways of this formation is to review the experience of primary schools.

At the age of 6-7 a child faces the first great change in his/her life. Entering primary school causes drastic changes in the child's activities, communication and relations with other people. Studying becomes the main activity that influences the way of life, gives new duties and models of communication with the surrounding community. Taking into consideration modern children and their fast development, we can notice that the efficiency of the previous model of building relations in primary school causes some sort of resistance showing much lower results. To overcome these obstacles, the following ideas have been developed.

The process of competence formation can be divided into several stages, which should be connected with the sequence of developing educational experience concerning modern life tendencies. All the stages should highlight the educational process from the point of educational motivation, involvement of the minimal necessary activity experience, learning the new material with practicing theoretical and practical parts of the information, self-analysis of the gained results and their comparison with the predicted ones.

The formation of the competence can be special or contextual and provided during any period of time that is while studying one educational topic or during the whole period of studying at school. This fact gives us another condition for the formation process, it is clear definition of the requirements for the level of the pupil's key competences and the main stages of their formation. The participants of the educational process should clearly understand the structure of the competence or its basic elements necessary for gaining a certain level of competence.

One of the ways of forming key competencies in primary school is using creative exercises that provide connection to real life, engagement of emotions and information important for children. Creative exercises can be aimed at the development of thinking, creative imagination, phonetic hearing, speech, attention, memory and communicative skills. To be effective, these exercises should meet the following requirements:

- purposefulness of the task;
- subordination to the topic and educational aim of the lesson;
- correspondence of the topic to the child's outlook, age and personal features;
- variety in forms of organization of pupils' work;
- indissoluble connection with other forms and methods of work.

The result of the work mentioned above is that the pupils can observe, analyze and use the known information in different situations, have skills of basic methods of memorization, creative imagination and thinking, have a large vocabulary, can express their opinion fluently, cooperate in groups and pairs, organize their work independently.

Conclusion. The process of educational modernization is greatly based on the formation of the competencies, as well as such notions as humanization and democracy, which are undividable parts of this formation. The whole process is aimed at the personal development of the pupils or, in other words, making them competent. The organization of pupils' full mental educational activities becomes possible due to the reasonable usage of different educational technologies.

Modern world becomes more and more developed and complicated, which creates new challenges for the society. Achieving success in such conditions requires a lot of mental and personal resources. The development of the key competencies can provide all the necessary tools for the person's self-development and self-realization in the modern world.

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