

THEORETICAL PRECONDITIONS FOR THE FORMATION OF FOREIGN LEXICAL COMPETENCE OF PRIMARY SCHOOL LEARNERS BY MEANS OF INTERSUBJECT LINKS

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The New Ukrainian School concept emphasizes the development of key competencies in children, essential for fostering lifelong learning. Among these, communication in foreign languages stands out as a fundamental skill to be cultivated during the educational process.

In primary school, the primary goal of foreign language education is the formation of lexical competence. The early stages of learning a foreign language are crucial for establishing a foundation of lexical skills that can be further developed and refined over time. The content of foreign language instruction in primary school is tailored to the psychological and physiological characteristics of young learners.

It is important to engage primary school students by cultivating their interest in learning a foreign language, fostering a positive attitude toward the language and its speakers, and inspiring curiosity about the subject. Additionally, setting appropriate motivation is key to encouraging students to actively participate in the process of mastering a foreign language.

Many researchers, including V.A. Buchbinder, N.I. Gez, I.O. Zimnya, I.L. Beam, S.F. Shatilov, V.N. Shatsky, G.O. Druzom, N.M. Zhilko, and Yu.V. Kuzmenko, have contributed to the study of foreign language education in primary schools. However, the issue of vocabulary acquisition has often been addressed only tangentially, as part of broader research on other topics. This can be seen in the works of N.A. Horlova, O.Yu. Digtyar, N.V. Dobrynina, E.I. Negnevyska, M.T. Oganessian, L.A. Tsvetkova, and others.

Modern scholars, such as O.P. Amatyeva, A.M. Bogush, S.L. Kulish, and S.Yu. Nikolayeva, define lexical competence as the possession of an appropriate vocabulary stock aligned with students' age and the ability to use it effectively. This includes correct pronunciation and spelling, grammatical organization, comprehension in listening and reading, and proper use in communication. Additionally, it encompasses the ability to employ vocabulary at an appropriate pace and context, including the use

of idiomatic expressions, proverbs, sayings, and stylistic phrases, to achieve the desired communicative and functional outcomes [3, 4].

The primary goal of teaching vocabulary in primary school is to develop foreign language lexical competence at the A1 level, as outlined in the *Common European Framework of Reference for Languages (CEFR)*. At this stage, it is crucial to establish foundational lexical skills that will support the continued growth of foreign language communicative competence throughout elementary and secondary education.

At the A1 level, both receptive (understanding) and productive (usage) skills are cultivated within specific contexts and situations, tailored to the age, interests, and needs of young learners. This process relies on the use of structured speech samples to introduce and reinforce vocabulary effectively [1].

The development of foreign language lexical competence involves three key stages:

1. **Familiarization with new lexical units:** This stage focuses on introducing new vocabulary, explaining its meanings, and ensuring its initial acquisition by students.

2. **Receptive and reproductive training:** The goal here is to help students learn the form and meaning of new words, as well as practice their use at the phrase level.

3. **Communicative practice:** This stage aims to provide opportunities for students to use newly learned vocabulary in various types of speech activities, fostering their practical application in communication [3, 6].

According to the current curriculum, by the end of 4th grade, students are expected to achieve a **Pre-A1 level** in general education institutions and an **A1 level** in specialized schools with an in-depth study of foreign languages.

- **Pre-A1 level:** At this level, students should be able to understand and use basic everyday expressions, introduce themselves or others, ask and answer simple questions about personal details, people, or objects, and interact in straightforward situations.

- **A1 level:** This level requires students to communicate effectively in simple, familiar contexts involving direct exchanges of information. They should also be able to describe their surroundings, immediate environment, and topics related to their basic needs in simple language [1].

- A thorough analysis of research and studies on the psychological characteristics of elementary school students confirms that this age period is particularly favorable for acquiring knowledge, skills, and abilities in foreign language learning. The peculiarities and dynamics of mental operations in developing communicative competence have been explored in the works of N.B. Burtova, N.S. Kolmogorov, and Yu.I. Passov.

- An examination of specialized literature, combined with insights from positive pedagogical experiences and the authors' practical observations, highlights the significant psychological prerequisites present in early foreign language learning. These conditions facilitate the development of elementary communicative competence in younger learners.

Elementary school is also a crucial period for shaping a child's personality. According to R.V. Pavelkiv, this stage involves a profound restructuring of the child's entire system of relationships with the surrounding reality. Researchers agree that a

well-organized approach during this developmental stage enables children to quickly and effortlessly acquire the spoken form of a foreign language [7, 8].

It is important to highlight the significant role of intersubject links in the development of lexical competence in younger schoolchildren. Researchers have determined that the ability to transfer knowledge from one subject to another serves as an indicator of a student's mental development, reflecting the effectiveness of their cognitive activity. This transfer involves cross-disciplinary generalization of familiar concepts and the synthesis of new, broader knowledge. Such intersubject connections introduce elements of creativity into students' thought processes, alongside elements of reproduction and exploration, which are integral to cognitive engagement [2].

Many scholars have explored the formation of intersubject skills in students, including O. Asmolova, Yu. Gromyko, A. Khutorskyi, N. Gromyko, T. Zhdanko, T. Zhivokorentseva, A. King, T. Novikova, I. Pocherny, and Yu. Shchukin. They emphasize that intersubject skills are not only crucial for studying various school subjects but also play a vital role in everyday life. These skills form the foundation for mastering intersubject activities, which become a universal and essential approach to problem-solving and learning in the future [2, 3].

Integrated lessons, which are built on intersubject links, play a key role in fostering students' interest in the subject matter. Modern researchers define the concept of "intersubject links" as a widely used method for implementing complex learning, where a general topic is explored across multiple content areas. The foundation for these intersubject connections is the curriculum of the discipline, which is developed collaboratively by the participants in the educational process, taking into account key educational goals.

The issue of intersubject links in foreign language lessons is not new, but in contemporary education, it has become particularly relevant, especially in the context of teaching foreign languages in general educational institutions. Unlike other academic subjects, foreign language instruction is especially open to incorporating intersubject links, allowing for the integration of information from various fields of knowledge to enrich the learning experience [2].

The formation of foreign lexical competence in primary school learners is a key component of their overall communicative ability in a foreign language. This process can be significantly enhanced through the application of intersubject links, which integrate knowledge, skills, and attitudes across different disciplines to create a cohesive learning experience. Below are the theoretical preconditions underpinning this approach:

1. Cognitive Development of Primary School Learners

- Young learners are at a stage where their cognitive abilities are rapidly developing, making them highly receptive to learning new vocabulary when it is contextualized across multiple subjects.
- Piaget's theory of cognitive development suggests that primary school children thrive on concrete, relatable examples, making intersubject links a valuable tool for deepening understanding.

2. Psycholinguistic Basis

- Vocabulary acquisition is closely tied to the semantic network in a learner's mind. Creating links between subjects reinforces word meanings and aids in retention.
- Cross-curricular links help learners create associations between new words and existing knowledge, enhancing the retrieval process during communication.

3. Intersubject Approach in Education

- Modern educational theories emphasize the importance of integrating various subjects to develop critical thinking and problem-solving skills.
- Intersubject links allow learners to see how language can be applied in diverse contexts, such as science, mathematics, art, or social studies, making vocabulary more relevant and functional.

4. Communicative Competence as an Educational Goal

- According to Hymes' communicative competence framework, language learning must encompass grammatical, sociolinguistic, discourse, and strategic competencies. Intersubject links provide opportunities to practice all these components through real-world tasks and projects.

5. Motivational and Emotional Engagement

- Connecting foreign language learning to other subjects increases learner interest and motivation, as it demonstrates the practical value of language skills.
- The use of familiar themes or topics from other disciplines can reduce anxiety and foster a positive emotional environment conducive to learning.

6. Cultural and Social Context

- The integration of content from subjects like history or geography into foreign language lessons provides cultural context, enhancing learners' understanding of language use in different settings.
- This approach aligns with Vygotsky's sociocultural theory, which emphasizes the role of social interaction and cultural tools in learning.

7. Methodological Basis

- Task-based learning, project-based learning, and content and language integrated learning (CLIL) methods provide frameworks for implementing intersubject links effectively.
- Activities such as thematic projects, intersubject role-playing games, and cross-curricular discussions promote active use of vocabulary in meaningful contexts.

8. Lexical Competence and Curriculum Standards

- National and international education standards for primary education advocate for the integration of skills and knowledge across subjects, aligning with the principles of lifelong learning.

Intersubject links support the holistic development of learners by fostering their ability to apply foreign language skills in practical, intersubject scenarios.

In conclusion, the theoretical preconditions for forming foreign lexical competence in primary school learners through intersubject links emphasize the interconnected nature of knowledge, the developmental needs of learners, and the role of intersubject methods in fostering deeper understanding and practical application of language skills. By incorporating these preconditions into teaching practices, educators can enhance

the efficiency and effectiveness of vocabulary acquisition in foreign language education.

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