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## **THE FORMATION OF JUNIOR PUPILS' INTERDISCIPLINARY COMPETENCE IN THE PROCESS OF COGNITIVE ACTIVITY IN FOREIGN LANGUAGE LESSONS**

The formation of interdisciplinary competence of junior pupils is one of the urgent tasks of modern education. It allows pupils to apply the knowledge acquired in various subjects to solve complex tasks, which is the basis for the development of creative thinking and adaptation to modern challenges. This becomes especially important in foreign language lessons, where knowledge is integrated with other fields of study.

Such scientists as N. Bibik, G. Ball and O. Savchenko emphasize the importance of integrating interdisciplinary knowledge into the educational process [1, 2]. The major part of their researches is focused on the theory of interdisciplinary connections and their application in general education. S. Dubovyk studied the formation of pupils' cognitive activity in the context of learning a foreign language, however, the researches devoted to interdisciplinary competence in primary school remain poorly developed [3]. Thus, the need for specific pedagogical tools that contribute to the formation of this competence in foreign language lessons remains relevant.

**The purpose of the article** is to determine the ways and pedagogical conditions of formation of interdisciplinary competence of junior pupils` in the process of cognitive activity in foreign language lessons. The work will also consider methods and techniques that contribute to the integration of knowledge from various subjects in the process of learning a foreign language.

The cognitive activity of junior pupils is based on their innate curiosity and desire to learn new things, explore the world around them, and integrate the acquired knowledge into their daily lives. At this stage of development, children are highly receptive to interdisciplinary approaches that allow them to establish meaningful connections between different subjects. By engaging in activities that bridge multiple disciplines, they can develop a more holistic understanding of the world. This is particularly relevant in foreign language lessons, where knowledge from other areas can significantly enhance both language acquisition and cognitive skills. Integrating subjects such as mathematics, natural science, or history into language learning provides students with opportunities to reinforce prior knowledge, recognize patterns, and apply their learning in diverse contexts.

In foreign language lessons, it is essential to use tasks that require the application of knowledge from other disciplines. This not only makes the learning process more engaging and dynamic but also allows students to perceive language as a tool for exploring and understanding different fields of study. The integration of interdisciplinary tasks can be achieved through various methods, including [4]:

- Thematic lessons that connect a foreign language with other subjects: These lessons create opportunities for students to learn vocabulary and linguistic structures while simultaneously deepening their understanding of other disciplines. For example, when studying the English names of animals, pupils can simultaneously discuss their natural habitats, behavioral characteristics, and classifications within the biological hierarchy. Similarly, while learning about historical events, students can explore key English terms related to specific time periods, important figures, and significant milestones in world history. Such thematic integration ensures that language learning is not isolated but rather intertwined with broader educational content.
- Project activities that combine knowledge from different disciplines: Project-based learning encourages students to apply their skills in real-world contexts. For instance, pupils can create projects on environmental conservation, combining their knowledge of geography and biology with English-language skills. A project on "The Climate of Different Continents" could involve students using English to describe weather patterns, geographical features, and the impact of climate change. Similarly, a mathematics-integrated language project could include tasks such as calculating distances between cities in different countries while using English to describe travel routes and cultural landmarks. Through these activities, students develop not only linguistic competence but also analytical and problem-solving skills.
- Game technologies as a means of interdisciplinary learning: Didactic games provide an engaging way to combine knowledge from various subjects while fostering students' cognitive activity and interest. Games such as language-based puzzles, educational quizzes, and role-playing scenarios allow pupils to apply knowledge from multiple disciplines in an enjoyable and interactive manner. For instance, a board game that requires answering geography-related questions in English can help students practice language skills while reinforcing their understanding of world geography. Similarly, a mathematical game that involves solving word problems in English enhances both numerical literacy and language proficiency. By incorporating game-based learning, teachers can create a stimulating educational environment that nurtures both curiosity and knowledge integration.

To effectively cultivate interdisciplinary competence, it is crucial to establish specific pedagogical conditions that support integrated learning. The main pedagogical conditions contributing to the formation of interdisciplinary competence include [5]:

- The presence of integrated educational programs: Schools should develop curricula that naturally incorporate interdisciplinary learning, ensuring that students encounter thematic connections across various subjects. A well-structured curriculum fosters coherence and continuity in learning, allowing students to recognize the relationships between different fields of knowledge.
- The use of problem-based learning methods: Problem-based learning (PBL) encourages students to engage with complex, real-world problems that require them to draw upon knowledge from multiple disciplines. This approach enhances critical thinking skills and promotes deeper learning. For instance,

students working on a project about environmental sustainability may need to analyze scientific data, interpret graphs, and discuss solutions in English, thereby merging science, mathematics, and language studies.

- The development of pupils' critical thinking skills: Encouraging students to analyze, compare, and evaluate information across different subjects strengthens their ability to think critically and draw meaningful conclusions. Teachers can facilitate this by designing activities that require students to reflect on their learning, ask thought-provoking questions, and explore alternative perspectives. Discussions that involve debating social issues, analyzing literature, or solving logical problems in a foreign language contribute to the development of higher-order thinking skills.
- The teacher's role as a facilitator of interdisciplinary learning: Teachers play a key role in ensuring the successful integration of various disciplines into the educational process. They must design lesson plans that foster cross-subject connections, encourage students to explore topics from multiple angles, and provide guidance on applying interdisciplinary knowledge effectively. Additionally, teachers should continuously seek professional development opportunities to enhance their ability to implement integrated teaching strategies.

By implementing these pedagogical strategies, educators can create a rich and meaningful learning environment where students actively engage with content, make cross-disciplinary connections, and develop essential cognitive and linguistic skills. The integration of interdisciplinary learning in foreign language lessons not only enhances language proficiency but also prepares students for future academic success by equipping them with the ability to think critically, solve problems, and apply knowledge in diverse contexts.

Therefore, the formation of interdisciplinary competence of junior pupils' in foreign language lessons is an important aspect of modern education, which contributes to the development of complex thinking and the ability to apply knowledge in various situations, further researches should be focused on the development and implementation of new integrated curricula, as well as the effectiveness of different teaching methods that promote the development of this competence.

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