

*A. Zditovetska,  
Student,  
K. Harashchuk,  
PhD (Education), Associate Professor,  
Zhytomyr Ivan Franko State University*

## **THE DEVELOPMENT OF KEY COMPETENCES OF PRIMARY SCHOOLCHILDREN AT THE ENGLISH LANGUAGE LESSONS**

The formation of key competencies in primary school is a priority of modern education. Learning English from an early age opens up wide opportunities for the comprehensive development of a child. English lessons not only introduce students to a foreign language, but also support their cognitive, emotional, social, and creative development. The competency-based approach turns classes into an interactive space where children learn to communicate, work in a team, think critically, use technology and explore the world around them.

**The purpose of the article** is to identify the potential of English lessons in primary school for developing students' key competencies, as well as to examine effective methodological approaches and practical strategies for their formation.

The competency-based approach to teaching foreign language communication is manifested primarily directly in the process of communicative activity, when schoolchildren not only acquire certain pragmatically oriented knowledge, but also actively perform a system of educational actions.

Only when each learner actively engages in the process and clearly understands the functional purpose of communicatively oriented actions in relation to other learning activities can they acquire meaningful experience in foreign language communication, both oral and written. Competency-based foreign language instruction at the initial stage of schooling, within the broader structure of the national education system, is therefore characterized by specific didactic and methodological features of the educational process [1]. First of all, they are due to the age characteristics of students at primary school age, which require the use of special forms, methods, and methods of presentation, activation of educational material, and means of monitoring the level of its assimilation [2: 10]

The key competencies of primary school students of the "New Ukrainian School" (NUS) are: the ability to learn, health-preserving, information and communication skills, as well as competencies in the field of communication in the state (and native) and foreign languages, mathematics, natural sciences, technology, art, as well as in the field of entrepreneurship and financial literacy [3].

All of these competencies have the same value and closely interact with each other. Students gradually master each of them in the process of learning a foreign language throughout all years of study. All competencies are characterized by the formation of common skills: reading and understanding the text; expressing one's own thoughts in oral and written forms; thinking critically; logically arguing one's position; showing initiative and creativity; solving problems, assessing risks and making decisions;

constructively managing emotions; applying emotional intelligence; effectively interacting and working in a team [1].

For example, for the development of communicative competence, exercises such as "Unfinished sentences", "Completing the dialogue", "Establishing correspondences" promote interaction and involve children in communicating with each other. You can also use such methodological techniques as "Retelling the dialogue on behalf of the hero", "Dramatization of the conversation" and others.

The development of the competence "Communication in foreign languages" can be developed by giving students the opportunity to read texts in the original language, compare them with Ukrainian translations. Such activities provide integration between academic subjects, encourage students to search for information, work with dictionaries, and, accordingly, expand the English vocabulary of schoolchildren.

The development of sociocultural competence varies across different stages of schooling. In the context of English language learning, its content involves familiarization with national and cultural realities, including state symbols, the names of countries and capitals, common personal names, popular fictional characters, animals, games, and holidays. Learners acquire essential etiquette expressions—such as greetings, farewells, apologies, gratitude, and approval—and develop the ability to correctly write their own names as well as the names of family members. An important component of this process is the use of children's folklore (e.g., counting rhymes, chants, and songs), which reflects cultural specificities and serves as a valuable source of background knowledge.

Using physical warm-ups, movement songs, and outdoor games in English to facilitate warm-ups, increase concentration, and maintain motivation. Movement combined with word pronunciation leads to better memorization (TPR method — Total Physical Response). Such tasks allow you to develop health-preserving competence and form certain concepts in English lessons.

It can be concluded that the development of key competencies in English lessons constitutes an integral component of modern primary education. These competencies are formed gradually and in an integrated manner, complementing one another and creating a holistic foundation for the child's overall development. Through the use of diverse forms of instruction, game-based methods, creative tasks, and an active learning approach, students not only acquire proficiency in English but also develop essential life skills.

## REFERENCES

1. Коваленко О. А. Формування ключових компетентностей учнів на уроках англійської мови. [Електронний ресурс]. – Режим доступу: <https://naurok.com.ua/stattya-formuvannya-klyuchovih-kompetentnostey-uchniv-na-urokah-angliysko-movi-35193.html/>
2. Редько В. Оновлення змісту навчання іноземних мов у сучасній шкільній освіті – прерогатива Нової української школи // Іноземні мови в школах України. – 2018. - № 4. – С. 10-15.
3. Формування ключових компетентностей учнів на уроках іноземної мови/ В. П. Аратова, Н. О. Долгова. Запоріжжя, 2019 – 76 с.