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PSYCHOLOGICAL AND PEDAGOGICAL FACTORS OF THE FORMATION OF LEXICAL COMPETENCE IN PRIMARY SCHOOL STUDENTS IN ENGLISH LESSONS THROUGH THE INTEGRATION OF THE COURSE "I EXPLORE THE WORLD"

The development of students' key competencies is one of the main priorities of modern education. Among them, foreign language communicative competence plays a significant role, as it enables effective communication in various life situations. In this context, the formation of lexical competence in primary school students is particularly important, as it provides the basis for understanding and using a foreign language [1: 12].

The effectiveness of vocabulary acquisition depends on a number of psychological and pedagogical factors, including memory, attention, motivation, and the use of appropriate teaching methods [2: 45]. These factors influence the effectiveness of the learning process and students' engagement.

The concept of the New Ukrainian School emphasizes a competency-based and integrated approach to teaching. One effective way to implement this approach is the integration of English lessons with the course "I Explore the World." Based on the principles of CLIL (Content and Language Integrated Learning), such integration creates meaningful contexts for vocabulary acquisition and supports the development of students' cognitive and communicative abilities [3: 15; 4: 21].

The purpose of the article is to analyze the psychological and pedagogical factors of lexical competence formation in English lessons through the integration of the course "I Explore the World."

Lexical competence is an essential component of foreign language communicative competence and includes knowledge of word meanings and the ability to use lexical units appropriately in communication [2: 210].

Researchers emphasize the importance of communicative and activity-based approaches to vocabulary acquisition. The use of game-based methods, visual aids, and integration with cognitive activities significantly improves vocabulary learning in primary school students [5: 68; 6: 49].

The integration of subject content and language learning is effectively implemented through the CLIL approach, which creates meaningful contexts for vocabulary acquisition and enhances students' cognitive engagement [4: 22; 9: 36].

Effective vocabulary learning also requires meaningful practice, repetition, and contextualization, as well as the integration of form, meaning, and use [7: 52; 8: 34].

Thus, the formation of lexical competence in primary school students depends on both psychological and pedagogical factors, including cognitive characteristics, motivation, and the use of effective teaching methods.

Psychological factors play an important role in the vocabulary development. This process depends on age-related characteristics of learners, including memory, attention, motivation, and emotional involvement.

Memory is a key mechanism in vocabulary learning. Primary school children have well-developed visual and associative memory, which makes visual aids and real-life objects particularly effective. Repeated exposure to lexical units in meaningful contexts supports their transfer into long-term memory [8: 35].

Attention is also important, as young learners have a limited attention span. Therefore, varied and interactive activities help maintain focus and improve retention [7: 54].

Motivation plays a central role in learning. Students are more engaged when the material is meaningful and connected to their real-life experience. The use of communicative and game-based methods increases motivation and supports vocabulary acquisition [6: 50].

Emotional involvement enhances the learning process. Positive emotions create a supportive environment and increase students' willingness to participate in activities, supporting more effective vocabulary learning [5: 69].

Thus, taking into account psychological factors allows teachers to create effective conditions for the formation of lexical competence in primary school students.

Pedagogical factors play an important role in the formation of lexical competence in primary school students, as they determine the effectiveness of the teaching process. The use of appropriate methods, game-based activities, visual support, and content integration is essential for successful vocabulary learning.

Communicative and activity-based methods are the most effective for young learners, as they promote active involvement in the learning process. According to O. O. Kolominova, such methods contribute to better understanding and retention of lexical units through their use in meaningful contexts [6: 49].

Game-based learning is particularly important in primary education, as it creates a positive emotional atmosphere, increases motivation, and encourages active participation. Interactive activities also provide opportunities for repeated use of vocabulary in different contexts [7: 53].

The CLIL approach allows students to learn subject content and a foreign language simultaneously, creating a natural context for vocabulary acquisition and enhancing cognitive engagement. Integration of English lessons with the course "I Explore the World" further supports vocabulary learning by connecting new words with real-life situations [4: 23; 9: 38].

Visual aids such as pictures, flashcards, and real objects support comprehension and memorization of lexical units. Visual support and contextualization are especially effective at the early stages of language learning [8: 36].

Thus, these approaches create favorable conditions for the formation of lexical competence.

The implementation of psychological and pedagogical factors can be demonstrated through practical activities used in English lessons integrated with the course "I Explore the World." Such integration creates meaningful contexts for vocabulary learning and promotes students' active involvement.

One effective activity is “Young Explorer’s Lab,” where students conduct simple experiments while using English vocabulary. This helps associate new lexical items with real-life experiences and improves retention.

Another example is “Weather Reporters,” in which students describe weather conditions using target vocabulary. This activity develops speaking skills and ensures repeated use of vocabulary.

Activities such as sorting waste or creating life cycle diagrams also integrate language learning with real-life situations and support the meaningful use of vocabulary.

Thus, the use of interactive and context-based activities enhances motivation, ensures active participation, and promotes effective vocabulary acquisition.

In conclusion, the formation of lexical competence in primary school students depends on a combination of psychological and pedagogical factors, including memory, attention, motivation, emotional involvement, and effective teaching methods.

The integration of English lessons with the course “I Explore the World,” based on the CLIL approach, creates meaningful contexts for vocabulary learning and enhances students’ cognitive and communicative development.

The use of interactive and context-based activities improves vocabulary retention, increases motivation, and promotes active use of lexical units in communication.

Thus, the implementation of these factors ensures effective formation of lexical competence.

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