

DOI 10.26886/2414-634X.2(46)2021.9

UDC 378.018.54.091.2:780.616.433.071.2](510+477)(043.3)

**ENGLISH LANGUAGE TEACHING IN ELEMENTARY SCHOOLS
OF UKRAINE: MODERN STATE**

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The article contains information about solutions to improve English language teaching in elementary schools. We paid special attention to the content characteristics of the state standards of Ukrainian elementary school. The process of teaching English in elementary schools, which develops in coexistence with change of these standards, was detailed. The national documents that changed the state standards, were revealed.

Keywords: elementary school, English, teaching English, Ukraine, state standards, typical educational program.

Introduction. Improvement of the forms and content of school language education makes demands on the organization of early learning of a foreign language as the basis of a school course in this discipline. The dominant guidance of the development of current Ukrainian language education is to raise the level of national education to the European one. One of the tasks of the education reform, defined by the State National Program “Education. Ukraine of the XXI century” is reaching a new level in the study of foreign languages. Comparing with other disciplines, a foreign language is a whole branch of knowledge as it discloses the treasure of the culture and life of a foreign language. Integration of Ukraine with the world community requires excellent knowledge of foreign languages.

In 1998, a new foreign language program, “Programs for Secondary Schools. Foreign languages. 5–11 (for students of 7–11 grades)” was appeared. We can consider that pupils learned foreign language from the 1st grade in the specialized schools or specialized classes only. And such classes were established in the secondary schools and foreign language teaching was conducted according to the program for specialized schools with in-depth study of a foreign language [1].

After acquiring independence, many important educational problems arose in Ukraine. Consequently, the beginning of the 1990s was characterized by the development of a series of government documents aimed at raising the level of the education system and raising awareness of the importance of learning a foreign language as a key part of the education system [2].

It was realized that formerly foreign language teaching happened in two head ways:

- deductive, which was centered on the application of the grammar-translation and text-translation methods;
- inductive, which was based on optic, argumentative, direct methods [3].

Currently, the educational system of Ukraine is regulated by state laws that determine its trajectory and improvement. These are the Constitution of Ukraine (1996), the Law of Ukraine “On Education” (2017), and the Law of Ukraine “On General Secondary Education” (2020). Such state documents as State National Program “Education” (“Ukraine of the XXI century”) (1993), National Strategy for Education in Ukraine for 2012-2021 (2013), the Concept of public policy in the field of reforming general secondary education “New Ukrainian School” for the period up to 2029 (2016), also determine the stages of development of general secondary education.

In view of this **the aim of the article** is to consider the main state legal documents, which regulate English language teaching in elementary schools of Ukraine.

Research results. The Constitution of Ukraine guarantees everyone the right to compulsory free general secondary education.

The Law of Ukraine “On Education” (2017) emphasizes that education is a basic branch of socio-economic, moral and cultural processes that take place in the country. The purpose of complete general secondary education is the diverse development, upbringing and socialization of an individual who is able to coexist in society and humane interaction with the environment, wants to improve themselves and get a lifelong education, ready for conscious life choice and self-realization, responsibility, work and civic activity.

The Law of Ukraine “On General Secondary Education” (2020) outlines the legal, organizational and financial stages of development of the general secondary education system, which promotes the free development of the human personality on the principles of equality, humanism and democracy, connection with world and national historical and cultural heritage, continuity and continuity. Also, the Law of Ukraine “On General Secondary Education” states that primary education is the first stage of complete general secondary education, which projects the student’s achievement of learning outcomes defined by the state standard of primary education. The process of elementary education lasts for four years and is divided into two cycles:

- adaptation and games (1-2 grades);
- basic (3-4 grades).

Foreign language teaching in the history of the Ukrainian school has undergone significant changes over the past two decades: a foreign language has received the status almost from the main subject of the

humanities cycle, along with the Ukrainian language and literature. So, this provision emphasizes the need for the subject for the progress of a modern individual in the development of the Ukrainian school and makes it undoubtedly important in the context of European integration and the global development of world civilization [4].

It is analyzed that fulfillment of the tasks set in the national strategic documents in the field of educational policy is provided by the standardization of the essence of education in elementary school. During the independence of Ukraine, three State standards of elementary general education were introduced in the state.

The first State standard of elementary general education, which was adopted by a resolution of the Cabinet of Ministers of Ukraine in November 16, 2000, became a basic part of the State standard of general secondary education. It was the part of the educational field “Languages and Literature” and defined the study of a foreign language by elementary school students as a means of communication and comprehension of the world around them by joining foreign language culture, involvement in foreign literature. The communicative line was the main component of language education in primary school. It was tasked with developing and modelling listening, speaking, reading and writing skills.

The main curriculum included a fixed (invariant) part of the subjects, which was formed at the state level and became mandatory for all secondary schools, and a variable component, which any education institution can choose independently, taking into account their own characteristics and individual educational needs of their schoolchildren. The invariant part of the Basic Curriculum, which includes a foreign language, outlines the minimum number of study hours that are required for the study of each educational field. The state standard became the foundation for the

coordination of primary school curricula, according to which formation and compilation of various programs and educational literature took place [5].

The next version of the State Standard of Primary General Education, approved on April 20, 2011, was based on the ideas of the personality-centered and competence-based approaches. The purpose of the educational field “Languages and Literature” of the new State Standard is formation and development of the communicative competence and basic knowledge of language and literature, as well as the comprehensive development of the individual as a whole. This educational part is built of linguistic and literary components.

In accordance with the State Standard of 2011, students must study a foreign language in the 1st grade in secondary schools. It was found out that this normative document made an important breakthrough in the educational system, because for the first time the term “competence” was used, namely civic competence (ability to exercise rights and responsibilities to develop a democratic society), key competence (specially structured set of the personality traits), which gives the opportunity to effectively participate in various spheres of life), subject competence (acquired by students in the process learning experience specific to a particular subject activity).

Formation of students’ communicative competence on the basis of communicative skills based on linguistic knowledge and skills, mastering the ability to conduct oral and written conversations, taking into account the motives and social norms of speech is the task of learning a foreign language. To obtain the desired results you need to implement the following tasks:

- learn to correctly pronounce and understand by ear sounds, words and sentences;
- increase the volume of vocabulary within the topics studied;

- master the concepts that describe the basic grammatical categories of the language being studied;

- understand and recognize the studied lexical and grammatical material during reading and listening and its use in the process of oral communication;

- understand the speech of teachers, classmates, the main content of texts with the use of visual aids;

- be able to conduct dialogues;

- memorize poems, songs and poetic tales;

- master reading short and simple texts aloud and silently;

- learn to write words, phrases, sentences and texts without errors;

- perceive local lore information about the country whose language is being studied.

In accordance with the purpose and objectives of learning a foreign language, the following content lines have been developed: speech, language, socio-cultural and active [6].

Public policy in the field of education began to change after the signing of the Association Agreement with the European Union. On September 1, 2017, the Association Agreement between Ukraine and the EU entered into force in full. Therefore, education and science in general received a new role. After all, education is a decisive factor for the development of human capital and economic benefits in the form of sustainable growth and a competitive economy, and thus social and individual well-being, future prosperity and quality of life.

It was revealed that the new educational reform aimed to systematically metamorphose the sphere to ensure a new quality of education at all levels: from preschool to higher education and adult education, and in the scientific sphere – to stop isolation and stagnation in research, to form a demand for quality training. researchers and qualitative

developments in the field of basic and applied sciences, to reduce the gap between research and implementation of their results, to integrate higher education and science of Ukraine into the educational and research space of the European Union [7].

According to the resolution of the Cabinet of Ministers of Ukraine issued February 21, 2018, a new State standard of elementary general education was introduced for students enrolled in 12-year complete general secondary education programs. The aim of elementary education is a comprehensive development of a child, his talents, abilities, competences and cross-cutting skills in accordance with age and individual psychophysiological characteristics and needs, formation of values, the development of independence, creativity and curiosity [8].

From September 2018, a new State Standard of Primary Education was introduced in all state education institutions. Its introduction into the educational process takes place within the framework of the New Ukrainian School reform. Based on scientific research of Ukrainian and foreign scientists in the field of traditional and innovative pedagogy, the standard is based for the first time on such principles as: presumption of a child's talent, childhood value, joy of knowledge, personal development, health and safety.

One of the key competences that primary school students should master in accordance with the State Standard 2018 is the ability to communicate in foreign languages, which includes the ability to understand simple foreign language expressions, converse in certain situations, mastering intercultural communication skills. The purpose of foreign language education in the NUS is formation of foreign language communicative competence for intercultural communication, which provides development of other key competences and meet the various needs of the learner.

The students have to learn to:

- perceive and critically evaluate information expressed in a foreign language;
- understand foreign texts of different types for information or emotional satisfaction, use the information and critically evaluate it;
- provide information, express thoughts, feelings and attitudes, interact with others orally, in writing and in real time, using a foreign language [8].

It is revealed that on the basis of the current State standard the Standard educational programs for training of elementary grades according to which the organization of educational process is carried out are made. The content of the program has the potential to form in applicants the ability to communicate in their native (in case of difference from the state) and foreign languages as one of the 11 key competences [9].

A typical educational program outlines:

- total amount of workload and expected learning outcomes of students, presented within the educational fields;
- list and recommended content of educational branches, concluded according to the content lines;
- approximate duration and probable relationships of educational fields, subjects, disciplines, etc., in particular their integration, as well as the logical sequence of their study;
- proposed forms of organization of the learning process and tools for internal quality assurance of education;
- requirements for applicants who can study under this program [9].

According to the Law of Ukraine “On Education”, on the basis of the State Standard and the Standard Educational Program, education institutions can develop educational programs – a single set of educational components (subjects, individual projects, control measures, etc.), planned and organized to achieve certain learning outcomes. Educational programs

may not coincide in the sequence of teaching material, its content, additional content components or the use of forms, methods and teaching aids from the Standard educational program.

A typical educational program for Ukrainian primary schools outlines the following integrated content lines that should be implemented in accordance with the State Standard:

1. My family and friends.
2. Having rest and leisure.
3. Nature and the environment.
4. Person.
5. My flat and house.
6. Food.
7. Travelling.
8. Holidays and traditions.
9. School life.

Thus, the socio-political processes that took place in the country, constantly gave impetus to the reform of elementary education in Ukraine. Compared to the 1990s, when the country was still under the influence of the Soviet school, we see great changes that have become important and groundbreaking for the teaching of English. The analysis of the domestic legal framework allows us to identify such general trends in the development of foreign language education in primary school, as:

- acquisition by the subject “English” of the status of a significant discipline;
- inclusion of mastering a foreign language in the list of key competences;
- teaching English from the 1st grade;
- increasing the weekly workload for learning English;
- possible choice of the Standard educational program;

- possible choice of textbooks by different authors and publishers;
- assessment of applicants' achievements verbally in grades 1 and 2, and in grades 3-4 the use of formative and final assessment;
- giving teachers the freedom to plan lessons and choose topics.

Analyzing the state standards of elementary general education, which have changed over the decades, we can conclude that the socio-political processes in the country have left their mark on changes in the education system, taking into account the needs of society and educational policy. The main goal of education should be to create a school that will help students discover their potential and acquire the necessary competences in later life, and teach them to apply them in everyday life.

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Citation: Nataliia Kokhanova (2021). ENGLISH LANGUAGE TEACHING IN ELEMENTARY SCHOOLS OF UKRAINE: MODERN STATE. New York. TK Meganom LLC. Innovative Solutions in Modern Science. 2(46). doi: 10.26886/2414-634X.2(46)2021.9

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