5. Мельник Л.С. Формування ключових компетентностей методами інтерактивного навчання. *Біологія в школах України.* 2008. № 5. С. 32.

6. Програма з біології для 6-9 класів для загальноосвітніх шкіл. URL: https://imzo.gov.ua/osvita/zagalno-serednya-osvita-2/navchalni-prohramy-5-9-klasy

7. Шмалєй С.В., Гасюк О.М., Головченко І.В., Редька І.В. Фізіологія вищої нервової діяльності : Методичні рекомендації. Херсон : Вид-во ХДУ, 2007. С. 73.

Chernii L.V.
Candidate of Pedagogical Sciences,
Lecturer of Foreign Language Department;

Meleshchenko V.O.
Candidate of Philology Sciences,
Lecturer of Foreign Language Department,
Ternopil V. Hnatiuk National Pedagogical University

COMPETENCY BASED FOREIGN LANGUAGE EDUCATION IN NEW UKRAINIAN SCHOOL

Modern school has to fit the needs of 21st century learners. Schools today are faced with the task of equipping children with fundamental life skills. In 2018 the system of New Ukrainian School was implemented where students acquire skills and abilities to obtain knowledge independently and apply them in practice. The Law of Ukraine «On Education» (2017) emphasizes that the main goal of education is «the comprehensive development of a person, the formation of values which are necessary for a successful self-realization of competences, the education of responsible citizens who are capable of conscious social choice and the direction of their activities in favor of others people and society, enriching on this basis intellectual, economic, creative and cultural potential of the Ukrainian people, raising the educational level of citizens in order to ensure a sustainable development of Ukraine and its European choice» [5].

According to that law, new state standards of secondary, vocational, and higher education use a competency approach. The idea of competency based approach is not new. It involves shifting the emphasis on the accumulation of normatively defined knowledge, skills and abilities to act and apply the

experience on practice. Competence can be used as an organising principle of curriculum. In a competency-based curriculum, exit profiles specify the classes of situations that learners must be able to handle competently by the end of their education. Depending on the type of education, these classes of situations are identified either on the basis of real-life or work-related situations or on the internal logic of the discipline in question. Basic key life competencies of New Ukrainian School include: 1) Communication in the national language (and mother tongue, if different). 2) Communication in foreign languages. 3) Mathematical literacy. 4) Competencies in Science and Technology. 5) ICT and digital competencies. 6) Lifelong learning skill. 7) Sense of entrepreneurship. 8) Social and civic competencies. 9) Cultural awareness. 10) Environmental awareness and healthy lifestyles [5].

In accordance with the general purpose of education, the aim of foreign language education is the formation of foreign language communicative competence for direct and indirect intercultural communication, which ensures the development of other key competencies and meet the various needs of the child.

The lesson of a foreign language should be syncretic. First, competence-oriented to the formation of key life needs of communication with foreign-speaking children, self-realization in a foreign-speaking society. Secondly, innovative with regard to the use of technology and digital technologies without which civilized space simply does not exist today. Thirdly, communicatively aimed. All three conditions are subject to a common concept – child-centeredness, when the focus of the lesson is the child himself.

Researcher Nunan lists the following components of a competency based and communicative approach to foreign language teaching:

1. An emphasis on learning to communicate through interaction in the target language.

2. The introduction of authentic texts into the learning situations.

3. The provision of opportunities for learners to focus, not only on language, but also on the learning process.

4. An enhancement of the learner's own personal experiences as important elements contributing classroom learning.

5. An attempt to link classroom language learning with language activation outside the classroom (Nunan, 1991, p. 279).

We consider the following competency-based methods to be the best for teaching a foreign language.

1. Task-based Approach claims at improving oral communicative competence. Its meaning and authenticity of communication appeal to many teachers and learners of languages. Traditional curriculum design and class planning revolved around the topics considered useful for students. This meant the pupils were to learn the grammar and vocabulary that teachers thought to be knowen. Effective tasks should meet certain requirements such as primary focus on meaning, learners' interest engagement, successful achievement of clear outcome, relation to real-life authentic communication. This approach isolates individual skills and competencies in order to teach **material pupils actually need to know** to meet their goals and objectives.

2. Project-based learning is a way to prepare pupils for life by enabling them to stimulate and solve real problems. It means to address pupils' real needs by adapting language to the skills and competencies they truly need personally or professionally. The application of this approach begins by determining the one, global objective that the individual or group of pupils have.

In a PBL classroom, learners solve problems, participate in simulations, conduct case studies and design research projects based on different areas of inquiry. This method encourages them to investigate real world issues and develop practical solutions in order to inspire change at local and global levels.

3. Using smartphone or computer apps in the classroom, perhaps, is the most interesting method. It provides manu useful tools such as dictionary, translator, vocabulary and grammar reference apps. Teachers may use either some already established social networking platforms (WhatsApp, WeChat, Telegram, Line), or special applications for learning English (Fun Dubbing), or they may follow guidelines in creating tailor-made language learning apps (WordWall, Quizlet, Kahoot). A great dictionary, translator, and grammar reference tool is WordReference.com mobile app. Aside from translations, it includes a thesaurus, English dictionary and a forum where other users can comment on difficult words or expressions.

A good example of **how apps enhance classroom learning** is the scavenger hunt exercise. Here, pupils must go through websites to find the information they need to fill out a worksheet. Pupils can also use their devices to access free, online exercises that reinforce language or skills seen in class. The key issue here is to be creative with the use of apps. Other uses for smartphones in the classroom could be polling apps, surveys or even recording.

4. Lexical approach focuses on what language pupils actually need to produce. In particular, the actual words that they need to understand in order to conduct specific tasks. This approach requires teachers to understand what students really need right away, focus on that, and then expand students' horizons as their communication skills develop. The good news is that there's quite a bit of research on this topic, leading to word lists teachers can focus on. Since these lists can be quite long, it's good to categorize them into sections like «weather and seasons» so lessons can focus on this specific vocabulary. For beginners, 10 words would make for a great lesson. Activities can range from matching pictures and definitions to working with dialogues. An advanced twist could be to describe their favorite seasons, or even speculate about what they could do in the summer or winter.

References:

1. Council of Europa, E. (Ed) (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Cambridge: Cambridge University Press.

2. *Fluent English Educator Blog*. Available at: https://www.fluentu.com/blog/educator-english/

3. Nunan, D. (1991). Communicative Tasks and the Language Curriculum. *TESOL Quarterly*, 25(2), p. 279–295.

4. Professional Preparation of the Teacher for the New Ukrainian Elementary School. Available at: https://www.researchgate.net/publication/324649347_Professional_Preparation_of_the_Teacher_for_the_New_Ukrainian_Elementary_School

5. The New Ukrainian School. Available at: https://mon.gov.ua/storage/app/media/zagalna%20serednya/Book-ENG.pdf

6. Zhytska, S. *Task-Based Language Teaching as an Effective Approach in Modern Methodology.* Available at: http://interconf.fl.kpi.ua/node/1264