

Список використаних джерел

1. Гуменюк І. О., Бабенко О. В. Інноваційні підходи до організації самостійної фізичної активності студентів у кризових умовах. *Вісник Національного університету фізичного виховання і спорту України*. 2023. Вип. 27. С. 78–86.
2. Іваненко О. М. Психоемоційна стабілізація студентів через фізичну активність у періоди соціальної нестабільності. *Педагогіка і психологія*. 2021. № 2. С. 112–119.
3. Петрова Н. В. Методи релаксації та дихальні вправи як засоби профілактики стресу у студентської молоді. *Здоров'я і фізична культура*. 2020. №4. С. 35–41.
4. Халайджі С. В., Сергєєва Т. П., Захлевська Т. В., Павлюк О. В. Аналіз змін показників серцево-судинної і дихальної систем студентів молодших курсів ОНАХТ (за даними "Паспорту здоров'я"). Збірник тез доповідей 85 наукової конференції викладачів університету, 22–25 квітня 2025 р. С. 488–490.
5. Халайджі С. В., Яготін Р. С., Сергєєва Т. П., Кананихіна О. М. Вплив кризових станів в Україні на мотиваційні пріоритети студентів до занять фізичним вихованням. *Науковий часопис НПУ ім. М. П. Драгоманова. Серія 15: Науково-педагогічні проблеми фізичної культури*. Київ : Вид-во УДУ ім. Михайла Драгоманова, 2023. Вип. 5 (164). С. 151–156.

UDC 37:004.588; 004.85

DOI: <https://doi.org/10.64076/iedc251104.11>

The concept of the metasubject approach and its pedagogical potential in teaching vocabulary to young learners

Tetiana Grygorieva

Zhytomyr Ivan Franko State University, Zhytomyr

<https://orcid.org/0000-0003-3228-2033>

Abstract. The article examines the essence and significance of the meta-subject approach in developing general learning skills among primary school students within the framework of the New Ukrainian School. The role of interdisciplinary connections in fostering cognitive activity, independence, and critical thinking is analyzed, and conditions for the effective implementation of meta-subject learning are defined.

Keywords: metasubject approach, primary education, interdisciplinary connections, cognitive development, New Ukrainian School, learning competence, critical thinking.

At the current stage, the development of education in Ukraine requires integrated education, differentiation of learning, and strengthening of knowledge, as well as the inseparable combination in the educational content of general education and professional components, in accordance with the requests and capabilities of students.

In the New Ukrainian School (NUS), primary education strives to acquire a new meaning, gradually becoming the philosophy and goal of the modern educational space

that will harmoniously connect a person with nature, enhance and unleash their creative abilities in the conditions of cultural and civilizational changes [3]. The challenges of the information society to modern education increasingly influence the components of the educational system every year, and in order to be stable and develop, it must respond to them, constantly modernize, and change in accordance with the needs and requirements of the present day. The informatization of education involves the creation and use of information technologies to increase the effectiveness of activities carried out in the education system, as well as the creation of a unified information educational space—a platform for the integration and democratization of education.

The State Standard of Primary Education highlights as one of the main tasks of the language and literature educational area to ensure the requirements for compulsory learning outcomes, which are determined taking into account the competence-based approach to learning, which is based on key competences. Key competences form in students an active civic position, the ability to ensure personal realization and life success throughout life [3].

A number of scholars, namely S. Trubacheva, T. Vaskivska, S. Nikolaeva, L. Kryvunko, and others, have been interested in the problem of forming meta-subject skills in students, emphasizing that meta-subject skills are necessary for studying school subjects and play a significant role in everyday life, as they are the basis for students' future mastery of meta-activity as a universal way of life for every person [2, 4, 5].

For primary school teachers, the object of activity is the creation of conditions for students' conscious understanding of the structure of learning, the interconnections between sections of one school subject and between different school subjects, and most importantly, understanding how to use the acquired knowledge in educational and practical activities. The process during which students' research abilities are developed, research behavior is formed, and research competence is developed, is the goal of learning. Special skills that are formed during research activities belong to universal, or meta-subject, skills. The development of meta-subject skills occurs only on condition that students become active subjects in the personally-oriented educational process.

The peculiarities of forming meta-subject skills in primary school children were highlighted by T. Novikova, Yu. Shchukina, who emphasized that meta-subject skills are considered general learning, interdisciplinary (cross-curricular) cognitive skills that allow a child to perceive the integrity of scientific knowledge without specifying any school subjects, successfully apply knowledge in any sphere of life, and independently acquire and process new information to achieve the set result [5].

According to the curriculum for primary school, general learning skills include: 1) educational-organizational, which involves students mastering rational ways of organizing their learning; 2) general speech, which forms the ability to express oneself, work with textual information; 3) general cognitive, which involves the ability to

observe, reflect, memorize, reproduce, apply, and transform educational material; 4) control and evaluation, which helps students master methods of checking and self-checking, and evaluating the results achieved [1].

Interdisciplinary (cross-curricular) cognitive skills are divided into: 1) chronological skills, which involve the ability to correlate events and dates; 2) visual/figurative skills, which consist of visually describing events, facts, and stories; 3) logical skills, which involve identifying cause-and-effect relationships, main features, and characteristics of the phenomena being studied; 4) evaluation skills, which involve providing an evidence-based assessment; 5) spatial skills, which consist of the ability to organize oneself in space [1].

The mastery of these skills by students lies in the fact that the assimilation of any educational information occurs in the process of solving a practical or research problem, resolving a cognitive problematic or social situation, and consequently, is the basis for forming the meta-subject approach in students.

Therefore, the modern lesson in primary school should be organized taking into account the meta-subject approach. To learn how to correctly organize a lesson based on the meta-subject approach, a teacher must assimilate the following features: independent (experimental, search) learning activity of students; the ability to reflect, reason, and draw conclusions; student motivation through involvement in the subject of the lesson from other fields of science and reliance on the student's personal practical experience.

References

1. Ardelyan, O. V. (2001). *General cognitive skills as a component of critical thinking of primary school students* (4th ed.). Kyiv: Ridna Shkola, pp. 78–80.
2. Vaskivska, H. O. (2012). *The meta-subject approach to forming a system of knowledge about a human being as one of the principles of modern textbook development*. In *Collection of Scientific Works* (Issue 12, pp. 42–50). Kyiv: Pedahohichna Dumka.
3. *State Standard of Primary Education* [Approved by the Resolution of the Cabinet of Ministers of Ukraine dated February 21, 2018, No. 87]. Retrieved October 23, 2025, from <http://dano.dp.ua/attachments/article.pdf>.
4. Bigych, O. B., Borysko, N. F., Boretska, H. E., et al. (2013). *Methods of teaching foreign languages and cultures: Theory and practice: A textbook for students of linguistic universities and faculties of foreign languages of higher educational institutions* (S. Yu. Nikolaieva, Ed.). Kyiv: Lenvit.
5. Trubacheva, S. Ye. (2015). *The metasubject aspect of forming general educational competencies of students under profile education conditions*. *Scientific Bulletin of Uzhhorod National University. Series: Pedagogy. Social Work*, (36), 183–185.