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Essence and pedagogical potential of the metasubject approach in developing lexical competence of primary school pupils

Oksana Mykhailova

Zhytomyr Ivan Franko State University, Zhytomyr

<https://orcid.org/0000-0003-2999-8583>

Abstract. *The article reveals the importance of learning English as a means of intercultural communication and the formation of lexical competence in primary school students. The role of cross-subject connections in the process of learning vocabulary is substantiated, their impact on the development of students' communicative skills and cognitive activity is determined, and effective educational technologies are outlined.*

Keywords: *metasubject approach, lexical competence, primary education, vocabulary development, English language learning, primary school pupils.*

Learning English as a means of intercultural communication requires purposeful attention. This is evidenced by the facts that three-quarters of the world's correspondence, 80% of emails and Internet content are conducted in English. Most international documents, articles, literary works, and instructions are written in English. Knowledge of English broadens one's horizons and allows for a deeper understanding of the culture and traditions of other nations.

One of the key tasks facing students in learning a foreign language is the acquisition of lexical competence, as it constitutes a component of students' communicative competence. The formation of lexical competence in primary school

students is of particular importance, since young learners have a greater ability and readiness to absorb a large number of lexical units.

The primary school age is the period of a child's personal development. According to Pavelkiv R.V. and Tsyhakalo O.P., at this time, the child's entire system of relations with reality is being restructured. Researchers agree that a well-organized influence during this stage enables children to quickly and easily master spoken forms of a foreign language [5].

The issue of teaching foreign language vocabulary has been explored by many scholars, such as O.B. Bigych, S.Yu. Nikolaieva, N.F. Borysko, H.Ye. Boretska, L.V. Kalinina, and others.

A detailed analysis of research on the psychological characteristics of primary school students shows that this age period is the most productive for acquiring knowledge, skills, and abilities in learning a foreign language. The features and dynamics of mental operations in developing communicative competence are discussed in the works of Pavelkiv R.V. and Tsyhakalo O.P. The analysis of scientific literature, complemented by positive pedagogical experience, suggests that early foreign language learning provides strong psychological prerequisites for primary school students to acquire basic communicative competence [5].

Lexical competence is defined by modern scholars as the possession of a certain stock of lexical units appropriate to the learners' age, as well as the ability to use them adequately: to pronounce and write correctly, to organize grammatically, to understand by listening and reading, to use them in communication acts at the right tempo and in various meanings, and to employ idiomatic expressions, proverbs, and phraseological units appropriately to achieve communicative results.

The problem of developing meta-subject skills among students has attracted the attention of a number of scholars, including O. Muzalov, S. Nikolaieva, and L. Kryvunko, who emphasize that meta-subject skills are essential for learning school subjects and play a significant role in everyday life, as they form the basis for mastering meta-activity as a universal way of human functioning [1, 2, 3].

It is worth noting that meta-subject connections also play an important role in the formation of lexical competence among primary school students. Researchers have found that the transfer of knowledge from one subject to another is an indicator of intellectual development, characterizing the productivity of cognitive activity. Such transfer involves meta-subject generalization of the known and synthesis of new, generalized knowledge. Meta-subject links in education introduce elements of creativity into the student's mental activity, as well as elements of reproduction and inquiry expressed in cognitive processes.

Integrated lessons are built on meta-subject connections, which in turn enhance students' interest in the subject. Modern researchers view meta-subject learning as a common method of implementing complex learning, where a general topic is studied across multiple content areas [1, 3]. The foundation for meta-subject links lies in the educational curriculum jointly developed by participants in the learning process. The

issue of meta-subject links in foreign language lessons is not new; however, it has become increasingly relevant in the study of foreign languages in general education institutions. Unlike other subjects, a foreign language is open to numerous meta-subject connections and the use of knowledge from other disciplines.

Foreign language learning in primary school is based on knowledge of the native language; therefore, learning English does not exclude the influence of the mother tongue. Often, the forms, methods, and tools used in teaching English coincide with those used in other subjects. The implementation of meta-subject links in foreign language teaching remains somewhat episodic, primarily due to the lack of coordination between foreign language curricula and other general disciplines, which prevents students from consciously transferring their acquired knowledge. Most often, meta-subject links are established when learning new material, for example, during the explanation of theoretical questions in the form of a story or discussion; through lexical, etymological, or stylistic exercises; independent speech development tasks; or short student presentations on linguistic, historical, or literary topics.

In English lessons, teachers strive to understand the essential features of the meta-subject approach and apply it in practice. Based on theoretical principles, they include the development of meta-subject connections as part of their teaching objectives. In English classes, students learn vocabulary related to almost all spheres of human life, study grammatical structures using concepts from Ukrainian language lessons, perform mathematical operations, become familiar with culture and traditions (as in the “I Explore the World” subject), and read literary texts, thus broadening their reading knowledge [5]. Consequently, the specifics of English language learning create favorable conditions for developing meta-subject skills that can be applied and reinterpreted in other subjects, resulting in strong cognitive connections that enable students to solve real-life problems independently.

At the lexical level, English and Ukrainian languages are harmoniously interconnected. Ukrainian contains many borrowed words from various foreign languages, including English. By using their knowledge of the Ukrainian language, students can easily understand words such as “information,” “progress,” “profession,” “student,” “patriotic,” “hobby,” “radio,” and other international terms.

To implement innovative educational programs, modern teaching technologies that promote a meta-subject approach are applied in the educational process: inquiry-based learning, critical thinking development, game-based learning, problem-based learning, portfolio technology, project-based learning, debates, case methods, and quest technologies [3, p. 7–16].

Thus, the task of a primary school teacher is to create conditions for students to consciously understand the structure of learning, the connections between sections of a single subject and between different subjects, and most importantly, to comprehend how to apply the acquired knowledge in both academic and extracurricular activities.

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Specifics of instructional and methodological activity in foreign language teaching in the context of the digitalization of higher education

Olena Kaminska

Yuriy Fedkovych Chernivtsi National University, Chernivtsi

Abstract. The paper outlines the key features of instructional and methodological activity in foreign language teaching within the context of higher education digitalization. It highlights how digital resources transform teaching approaches, support personalized, blended, and collaborative learning formats, and contribute to the development of relevant foreign-language competences in a digital environment.
Keywords: educational digitalization; foreign language teaching; digital technologies; blended learning; personalization; methodological activity.

Специфіка навчально-методичної активності у викладанні іноземних мов у контексті цифровізації вищої освіти

Олена Камінська

Чернівецький національний університет
ім. Ю. Федьковича, м. Чернівці

Анотація. Окреслено особливості навчально-методичної діяльності у викладанні іноземних мов в умовах цифровізації вищої освіти. Показано, як цифрові ресурси трансформують підходи до організації навчання, сприяють персоналізації, змішаним і колаборативним форматам, а також забезпечують формування актуальних іноземних компетентностей у цифровому середовищі.
Ключові слова: цифровізація освіти; іноземні мови; цифрові технології; змішане навчання; персоналізація; методична діяльність.