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GOAL AS A FORM OF REPRESENTING THE CONCEPTUAL APPROACHES TO THE PROCESS OF TEACHING NATIVE LANGUAGE TO PRIMARY SCHOOL PUPILS IN THE MOUNTAIN AREAS

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Abstract. The essence of the goal of language teaching, historical legacy of Pedagogy in the field of establishing the content of primary education and conceptual grounds for defining the goal and content of language teaching for primary school pupils with the emphasis on the Carpathians location have been developed.

Keywords: goal, content, language teaching, primary school.

The goal sets the conceptual guidelines for determining the content of learning because it is used as a tool for the selection of content material according to certain ideological positions. It can be considered as a binding link between theory and practice. The theoretical aspect of goal of language learning – linguodidactic interpretation of public need, the practical aspect is aimed at the transformation of the individual and society in a given direction.

The rapid development of society predetermines its needs, thus causing changes in the goal, content and the final result of learning.

The purpose of the article: taking into account historical properties of Pedagogy in the context of content development of elementary education, we hope to reveal theoretical and methodological foundations of goal of language education for children in primary school today.

By the mid-80s of the twentieth century in any curriculum for primary schools the ultimate goal of learning the native language was not formulated. Taking into account lack of consistency, heredity, continuity between programs in the organization of the learning process, it can be concluded about the absence at that period of time a holistic scientific approach to the organization of teaching children their native language. This situation in language education can be explained not by debility of science, and by the fact that the leadership of the CPSU was spread both over scholarly and educational environment: declaring certain slogans that primarily met the interests of party dictatorship, administrative and party apparatus was concerned about their implementation and performance that left no room for alternative approaches.

Consequently, social or the author's position is fixed in the goal about final results of language education for primary school children. The goal should be clearly defined and include the conditions

for its implementation. Scientifically-based goal of primary language education has not been specified for a long time.

In the 80-ies of XX century in Soviet pedagogy appeared important works (Yu. Babanskii, V. Krajevskii, V. Lyednov etc) concerning methodology and theory of educational content, in which the goal of education was presented as the foundation and guiding principle shaping the content of education, the law of social conditionality of education and learning was formulated: alongside with the change of society also come changes and demands that society offers to the goal and content of education.

It became important for the society that the school should give not only the amount of specific knowledge and form the basis of communist ideology, but also taught to make independent conclusions on the basis of knowledge, gave skills of creative thinking. Study and interpretation of the problem in pedagogical science carried I. Zhuravlev, L. Zorina, Ch. Kupysevych, I. Lerner, M. Skatkin, F. Sushkova, V. Tsetlin and others. Thus in Soviet pedagogy, within which Ukrainian linguistics was becoming, a complete theory of goal-setting curriculum and learning was formed, which leading positions were accepted and completed by the educators from other countries.

In particular, I. Lerner correlated the teaching goal in a secondary school with the formation of scientific and theoretical outlook that reflects the needs of society. He believed that philosophy in designing curriculum serves the goal, means and the content itself, as it belongs to defining goals of education, determines the selection of content material, content-oriented ideas, serves as the tool of defining correspondence of selected content to nature of the outlook and is an integral part of educational content. The outlook the scientist understood as "the system of generalized knowledge of reality, ways of its application for knowledge, orientation in the environment, to assess the effects and determine the attitude towards them"⁴, p.68.

Thus, the goal and content of education is not only a system of specific knowledge and skills about objectively existing world, but such components of social experience as experience of creativity and emotional evaluative attitude to reality.

I. Lerner offered the classification of knowledge based on the formation of ideology at different stages of learning and identified the following four groups of knowledge:

- specific knowledge that has no ideological burden;
- knowledge that can be a basis to certain philosophical generalizations on the condition of their mastering and repeatability, in manifestations of their regularity;
- knowledge that can directly excite the philosophical senses;
- the actual ideological ideas.

The first three groups of knowledge - available for children of primary school age and can be laid to the content of teaching the Ukrainian language.

Thus, interpreting the theory of contents of general education, it can be stated that *the goal of teaching junior pupils is to form the basis for further development of the child's personal outlook through absorption of a certain system of knowledge, experience of creativity and emotional - evaluative attitude to reality, and the content of education must reflect objective (fact) and subjective (activity) aspects of the outlook.*

The basis of the theory of goal-setting of education by Ch. Kupysevych¹ is an idea of variety of goals, their indivisible unity and hierarchical subordination. The scientist identified upbringing goals, goals of general and professional education. The main goal of public education, according to the educator is to provide optimal intellectual development of all pupils. Achievement of the main goal is done through the implementation of major goals of general education, including: review of achievements in a particular field of knowledge and formation of appropriate skills; development of cognitive abilities and interests; formation of the scientific outlook; exercising self-education, exploring scientific organization of labor and scientific principles of production. Specification of the leading goals of education is partial learning objectives which are defined in the programs of individual subjects.

Thus, not only the general regulatory educational documents, and the section of the program that contains the content of teaching primary school children their mother tongue should outline specific purpose, according to which educational process will also be conducted.

F. Sushkova⁶ focused attention on a system approach in developing the theory of goal-setting curriculum, highlighting the hierarchy of goals at the level of individual subjects. Under this approach, leading objectives derive from the function of school discipline and its role as part of the overall goal of a certain level of education, which should ensure the integrity of learning within the education system, primarily should be highlighted the goals which characterize the leading educational component that, in fact, depends on its functions. The next group of objectives, according to the researcher should describe: a) basic knowledge and skills; b) additional knowledge and skills as a necessary condition for mastering basic ones; c) ideological and educational, as on the basis of knowledge and skills a certain outlook is formed, attitude toward social values; d) shaping traits of a personality. Although the formation of personal traits directly with subject knowledge and skills is not related, but their implementation is necessary to form fully and harmoniously developed personality.

So, according to the defined principles of goal-setting theory, *primarily in language education of primary school children should be stressed the goals which characterize verbal ability, as a leading component of the educational content of language education, of course, is creation of ways of speaking. All other components of the content may be disclosed in other groups of goals.*

In the early 90-ies of XX century, when public education of the former Soviet Union was on the verge of a new period of development, basic concepts by V. Lyednov³ were published, in which he presented the problem of goal-setting in general education as a multidimensional system, various aspects of which are considered as interrelated, complementary sides of a whole. It singles out two main aspects of learning goals: social, which reflects the demands of society to education; and personal, highlighting the function of education in terms of personality characteristic features. The leading function of education in the social aspect the scientist considered the transmission of general culture to future generations for their use, development, enhancement and ideological orientation of education, based not on communist ideals and the national traditions, world culture and priorities of human values. The personal aspect of the goals of general education reflected a gradual, according to age peculiarities, comprehensive development of the child and the logics of subjects.

Consequently, by V. Lyednov, *the goal of education should not only interpret the needs of society, but also the interests of the individual who learns, focus on the development of general culture shaping the outlook of the individual, learning human values and gradual comprehensive development of a child.*

The mentioned statements shaped the coherent theoretical concept of the formation of the goal and content of education, they became the impetus for the determination of the goal of the language education of junior pupils.

In the 50's and 60's of the twentieth century in linguistics new approaches to language learning were defined. Instead of structuralism came recognition of the need to consider the language due to social conditions. The idea of the language as a static system was replaced by scientific understanding of the communicative action (live speech process, which is recorded in the text, internationally called "communication revolution"). The action of communication consists of three main components: author, recipient and the text. Necessary condition of communication is mutual to the author and the recipient goal - to understand each other.

The communicative approach is reflected in the language teaching of primary school children: in the curriculum in 1987 in a memorandum it was stated the need to master the basic skills of cultural behavior during verbal communication (polite tone, the ability to cooperate with the interlocutor in the team), although expressed intentions were not specified in the content of programs.

In these programs, the communicative aspect of the language was introduced wider: were singled out sections "Language and Speech", "Text", which give basic information about the message types, their kinds and features of their written and oral expression, were aimed at raising cultural communication through verbal and non-verbal means. Special language lessons were introduced dealing with speech development for children's mastering the most important requirements of speech and language communication ethics, and textbooks offered material to digest this information.

According to researches of psycho-linguists (L. Vygotsky, M. Zhyntkin, I. Zymnya, O. Leontiev and others), communicative activities, as well as any other activity, must have a motive, without which it

cannot be started, a goal as image of the final result of the activity and successive stages of goal realization: orientation, planning, implementation and control. Thus the beginning of the speech act is understanding motivations, needs and goals of communication. There are such kinds of speech as listening and understanding, speaking, reading and writing.

In the perspective of this theory in the early 90s of the XXth century learning function of the native language of elementary school children was identified: it is used to imitate, depict verbally the reality, it is a means of understanding, a form of expression, an instrument of influence on others, element of reproduction of human emotions; - and the way to implement this function: "the student goes from basic situational practice of using language to purposeful use of it in different contexts of communication"¹, p.11.

The goal of language education provided by the program 2005-2006 (by M. Vashulenko, I. Gudzyk, K. Ponomareva, O. Pryshchepa etc), was formulated according to a new perspective on the formation of language and speech abilities of junior pupils - development and improvement of abilities and skills of mother tongue in all areas and types of speech activities: listening and comprehension (listening), speaking, reading and writing - motivation of studying the native language.

Thus, due to the development of linguistic science *communicative activity approach to language learning was established, which at goal level involves the development of speech skills from mastering basic knowledge of the language as a medium of communication in the interconnected and purposeful improvement of four kinds of speech of pupils - listening, speaking, reading, and writing.*

Under the new curriculum for primary school children, the focus in the language education is directed not to give the system of language skills only, and the values, moral and social development of the pupil as individual. These priorities in language education were due to current social needs, declared in the National Doctrine for Education Development: "The purpose of public education policy is... raising a generation of people able to work effectively and learn throughout life, to protect and increase the values of national culture and civil society..."⁵, p.22-25.

Therefore, the aim of language education of primary school children has a *social aspect* that reflects the demands of society to the present state of language learning, and *personal aspect*, taking into account the needs of the pupil for the formation of certain personal qualities (communicative, intellectual, cultural, etc.) that will provide the proper functioning in the society. The mentioned aspects of the goal are interrelated sides of a whole, and their separation is possible only at the theoretical level.

In the aim of language education leading component of content of language teaching is defined: forming of ways of speech activity, that is the basis for its fulfillment is the process of gaining by children basic language skills as components of social experience. The process of language learning is oriented to the transmission of experience of speech communication culture, which is a part of the general culture of the nation, focuses on the assimilation of universal and national values and hence - on formation of the basis personal outlook of a pupil and his personal qualities as the basis for further comprehensive development of the child.

Considering such description of the current state of the goal of language education of primary school children, we can state that it corresponds to leading positions of general didactic theory of content of learning.

Promising are such directions for improvement of the characteristics of the goal of language education of primary school children:

- definition of hierarchy of goals within the study of the native language (with a focus on the final goal as a top one), including - covering secondary purposes as a necessary condition to achieve a top objective; and also philosophical, cognitive and educational;
- determination of necessary and sufficient conditions to achieve the goal of each level, a comparison of these conditions with actually existing ones to eliminate inconsistencies and obstacles to the implementation of the goal and needs of the individual and society;
- defining the stages of promotion toward the goal within each hierarchical level, establishing relationships between them on the way to the ultimate goal of teaching junior pupils their native language.

The mentioned goal and social need should find an appropriate display in the content of teaching native language in primary school.

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