

# USING THE CAMBRIDGE LIFE COMPETENCIES FRAMEWORK TO DESIGN LEARNING MATERIALS FOR THE NEW UKRAINIAN SCHOOL

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The Cambridge Life Competencies Framework is a valuable resource for researchers, materials developers and teachers who develop their own learning materials and plan lessons at different levels – primary, secondary, and tertiary. The Framework outlines six key areas of competency that are important for development: creative thinking, critical thinking, learning to learn, communication, collaboration, social responsibilities. These competency areas are linked to three foundation layers – emotional development, digital literacy and subject knowledge. The Framework gives a complete view of transferable skills, all detailed within one system, and shows how these skills develop across different stages of the learning journey [3].

By clearly defining these core areas of development teachers can ensure that their teaching and learning materials take a comprehensive approach to delivering and developing these skills in their learners as they progress. This means that teachers can be assured that the resources they use bring out the best in their students.

The Framework can be used as a basis for curriculum and textbooks design. Based on the framework, the teachers can plan and implement classroom activities that bring out key skills such as collaboration and critical thinking in their learners, as well as teaching them about language. The Framework describes how these integral life skills vary across different stages of education, as learners grow and change. That way teachers gain understanding of what learners need to do to progress and develop.

Each broad competency is divided using “can do” statements that describe the behaviours that learners are likely to be able to demonstrate by the end of primary stage of learning. This enables us to support learners through their learning journey. Extensive analysis of existing approaches to life skills combined with input from educators from around the world

means that the Cambridge Life Competencies Framework fits well into English language classroom in a useful and practical way.

The State Standard of Primary General Education determines key competencies of primary school students as well as the requirements for learning outcomes and competences of learners in nine branches of education [1]. Drawing from the State Standard of Primary General Education, T. Kotyk and Kiezhkovska state that while studying subjects all educational branches preference is given to communication lessons that involve work in a dialogic form. They further maintain that an effective form of dialogue learning is the organization of integrated lessons, during which the development of emotional intelligence takes place in various types of activities – those related to language learning, which includes listening, speaking, reading, writing, as well as activities, during which students gain experience in performing various actions, are practiced in various types of art, are involved in search and creative activity. [2, p. 25]. Thus, they suggest that primary school lessons objectives should include emotional intelligence development, modeling of different situations and their resolution, analysis of behavior, situational games. Interactive technologies and teaching methods that involve interaction are an effective means of developing primary school students' emotional intelligence [2, p. 26]

Below are some suggestions for classroom activities that can help develop emotional intelligence in primary school students: emotional check-ins, mindfulness exercises, role playing, journaling, empathy building and gratitude exercises, storytelling.

At the beginning of each day, students may check-in with their emotions by sharing how they feel. This will help them identify and understand their emotions and learn how to express them in a healthy way. Students can be taught how to practice mindfulness exercises like deep breathing, body scan, and visualization. This can help them regulate their emotions and develop a sense of calm. Teachers can use role-playing activities to help students learn how to handle different emotions and situations. For example, students act out a scene where one student is angry and another student tries to help them calm down. Students write about their emotions and experiences in a journal, reflect on their emotions and how they can respond to them in a positive way. Students should be encouraged to put themselves in others' shoes and imagine how they would feel in a similar situation. This can help develop empathy and understanding for others' emotions. Students practice gratitude by writing down or saying what things they are thankful for each day. This can help them focus on the

positive aspects of their lives and develop a sense of appreciation. Stories and books can be used to teach students about emotions and how to handle them. Teachers discuss the characters' emotions and how they respond to different situations.

Primary school English teachers can also use yoga, dancing, and physical exercise to help students learn how to regulate their emotions in a positive way. Overall, the key is to create a safe and supportive classroom environment where students feel comfortable exploring and expressing their emotions. Further research in this area may concentrate on developing psychological resilience of primary school students in the English language lessons.

### Список джерел

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