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KEY COMPETENCES IN THE CONTENTS OF PRIMARY EDUCATION IN THE EUROPEAN UNION

The implementation of the competence-based approach at primary school can be regarded as an extra challenge to this level of education at the present stage of its development. The integrated nature of learning at ISCED level 1 in comparison with secondary and vocational education (subject-based curriculum) provides certain advantages in teaching primary school students on competence basis. However, in the EU there are numerous differences concerning the terminology in the educational documents, set of competences for primary school students and teachers, pedagogical approaches to the development of competences, and devices of results assessment.

Educational approaches based on key competences and learning outcomes, which are now forming a growing number of curricula in Europe, suggest important changes in teaching methods. Effective teaching of new or relatively new educational subjects in the curriculum, such as entrepreneurship or ICT which are considered as cross-curricular subjects or integrated ones into other subjects, requires special methodological approaches, as well as changes in the organization of educational process and culture. In practical terms this means that teachers should work together on the development of curriculum or its part, standards, assessment and exchange of information on students' learning outcomes in order to effectively implement competence-based paradigm.

Key words: competence, key competences, cross-subject competences, primary education, contents of education, the European Union.