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IMPLEMENTATION OF THE ACTIVITY APPROACH IN THE EDUCATIONAL PROCESS OF PRIMARY SCHOOL

Abstract. The article focuses on the organization of the educational process in primary school on the basis of the activity approach. It is determined that activity forms the personality and determines its further development trajectory. The phenomenon of activity and the historical sources of the formation of the activity approach in education are revealed. The current scientific sources on the problem are analyzed. It is established that the reformative changes in primary education have necessitated the need to rethink the content, forms and methods of teaching younger schoolchildren, significantly influenced the choice of new scientific approaches, among which the priority place is occupied by the competency-based, activity-based, personality-oriented and integrative. Changes in education in recent years are characterized, the main directions, goals, and objectives of the New Ukrainian School are highlighted. It is noted that the renewal of the educational process on the basis of the activity approach consists in reorienting the goals and objectives of education, and affects the components of the school education system. The content of education is not an established system of knowledge, but a system of actions that ensure its assimilation. It is proven that the activity approach is the orientation of the educational process towards the development of key competencies and cross-cutting skills of the applicant, improving the ability to use theoretical knowledge in practice, forming teamwork skills, integration into society and self-realization, increasing interest in learning, self-education, instilling the desire for further development. The psychological and pedagogical principles and main principles of the activity approach in primary education in the context of the New Ukrainian School are highlighted. It is noted that the activity approach is cross-cutting in modern education and is aimed at the development of individual skills and abilities, skillful use of acquired knowledge in practice, increasing the effectiveness of individual adaptation in society, self-realization, forming readiness for collective activity and self-education.

Ключові слова: activity, educational and cognitive activity, independence, educational standards, curricula, types of training, competencies.



РЕАЛІЗАЦІЯ ДІЯЛЬНІСНОГО ПІДХОДУ В ОСВІТНЬОМУ ПРОЦЕСІ ПОЧАТКОВОЇ ШКОЛИ

Анотація. У статті акцентовано на організації освітнього процесу в початковій школі на засадах діяльнісного підходу. Визначено, що діяльність формує особистість та визначає її подальшу траєкторію розвитку. Розкрито феномен діяльності й історичні джерела становлення діяльнісного підходу в освіті. Проаналізовано актуальні наукові джерела з проблеми. Встановлено, що реформаційні зміни в початковій освіті зумовили необхідність переосмислення змісту, форм і методів навчання молодших школярів, істотно вплинули на вибір нових наукових підходів, пріоритетне місце серед яких посідають компетентісний, діяльнісний, особистісно орієнтований та інтегративний. Схарактеризовано зміни в освіті впродовж останніх років, виокремлено основні напрями, мету, завдання Нової української школи. Зауважено, що оновлення освітнього процесу на засадах діяльнісного підходу полягає в переорієнтації мети і завдань освіти, торкається складників системи шкільної освіти; зміст навчання становить не встановлена система знань, а система дій, які забезпечують їх засвоєння. Доведено, що діяльнісний підхід – це спрямованість навчально-виховного процесу на розвиток ключових компетентностей і наскрізних умінь здобувача, удосконалення вміння використання теоретичних знань на практиці, формування навичок командної роботи, інтеграція в соціумі й самореалізація, підвищення інтересу до навчання, самоосвіти, прищеплення прагнення подальшого свого розвитку. Виокремлено психолого-педагогічні засади й головні принципи діяльнісного підходу в початковій освіті в контексті Нової української школи. Зауважено, що діяльнісний підхід є наскрізний у сучасній освіті та спрямований на розвиток умінь і навичок особистості, уміле використання набутих знань на практиці, підвищення ефективності адаптації особистості в соціумі, самореалізацію, формування готовності до колективної діяльності й самоосвіти.

Keywords: діяльність, навчально-пізнавальна активність, самостійність, освітні стандарти, навчальні програми, види навчання, компетентності.

INTRODUCTION

The problem formulation. The change in the educational paradigm necessitates a deep study of the genesis of the activity approach in education. The State Standard of Basic Secondary Education defines the meaning and content of modern education: "The purpose of education is to develop the natural abilities, interests, and talents of students, to form competencies necessary for their socialization and civic activity, to consciously choose their future life path and self-realization, to continue their studies at the level of specialized education or to obtain a profession, and to foster a responsible, respectful attitude towards the family, society, the environment, and the national and cultural values of the Ukrainian people" (State Standard, 2016). In particular, the activity approach in primary school acts as a process of personality formation and its harmonious development, self-determination through individual choice of forms, methods and ways of solving certain tasks that meet personal needs, needs, character, pace of activity, etc. The activity approach is the focus of the educational process on the development of key competencies and cross-cutting skills of the applicant, improving the ability to use theoretical knowledge in practice, forming teamwork skills, integration into society and self-realization, increasing interest in learning, self-education, instilling the desire for further development.

THE PURPOSE OF THE RESEARCH – to reveal the importance of the activity approach in the educational process of primary school.

RESEARCH METHODS

Research methods: analysis of the regulatory framework for the organization of the educational process, scientific sources on the specified problem; pedagogical observation, analysis and synthesis, generalization of results.

RESULTS OF THE RESEARCH

In the 30s of the 20th century the principle of "unity of consciousness and activity" gained wide popularity in the field of pedagogy and psychology. In the context of the above, the personality was considered as a subject that is formed in the process of activity, which determines its character and uniqueness. The essence of activity, in particular, was that it was at the same time the basis, means and main condition for the development of the personality, a form of its active purposeful interaction with the surrounding world. Confirmation of the special mission of activity in the life of the individual are the words of the famous foreign writer J. B. Shaw that: "The only path that leads to knowledge is activity...". Interesting for our study is Fichte's theory of practical, moral activity, which is based on the idea that the "I" itself "gives itself birth by its own action and contemplates itself as a product of its own action at the moment of birth" (Volynka, Gusev, 2006, p. 129).

Analysis of the latest sources on the topic showed that the problems of personality development in activity have always been relevant. Thus, the concept of "activity" has been studied by scientists in various aspects, namely:

- philosophical (M. Kagan, V. Lektorsky, G. Shchedrovitsky);
- psychological (O. Zaporozhets, G. Kostyuk, V. Synyov, etc.);
- pedagogical (Yu. Babansky, I. Bekh, O. Kolesnikova, T. Martynyuk, I. Pidlasy, A. Sichkar).

It has been scientifically proven that the mental development of a person depends on his activity. This indicates that in the context of education, activity should be considered as a means and method of learning that serves to solve the didactic, educational, developmental tasks of the New Ukrainian School and serves the comprehensive development of the personality.

Worthy of attention are scientific studies in the field of education and, in particular, the activity approach of famous foreign scientists A. Disterweg, J. Dewey, V. Kilpatrick, E. Collings, as well as domestic ones: P. Atamanchuk, L. Blagodarenko, I. Bekha, N. Huziy, S. Velychko, O. Husak, L. Derkach, V. Zabolotny, G. Ivanyuk, O. Kolesnikov, V. Lozova,



O. Lyashenko, M. Martynyuk, N. Myslitska, L. Petrychenko, I. Salnyk, V. Sergienko, V. Syrotyuk, N. Sosnytska, B. Sus, V. Sharko, M. Shuta and others. The concept of "activity approach" is interpreted by scientists as a complex and multifaceted formation that includes an analysis of the processes of formation, formation, self-realization and self-development of the individual as a subject of activity. Thus, the activity approach is aimed at acquiring knowledge through the participation of students in various types of activities in the position of an active subject of knowledge and communication, which serves to realize the purpose of their own activities, draw up an action plan, carry out self-control, analyze and evaluate results (Shelestova). Domestic researchers G. Bovsunivska and T. Trokhymenko note that: "The activity approach is a teaching method thanks to which a child does not receive knowledge in a ready-made form, but acquires it himself in the process of his own educational and cognitive activity. Children deeply perceive the subtleties of the educational subject, master the methods of its knowledge and various ways of solving problems. One of the main tasks is to organize the educational process in such a way that, in addition to finding information, students could process it and use it in various life situations. In classes, it is necessary to teach students independence, the ability to create an educational product as a result of joint activity" (Bovsunivska, Trokhymenko, 2022).

Today, reform changes in primary education necessitate a rethinking of the content, forms and methods of teaching younger schoolchildren, significantly influencing the choice of new scientific approaches, among which the priority is occupied by competency-based, activity-based, personality-oriented and integrative. This is indicated by the main regulatory documents on education in Ukraine, such as: the Laws "On Education", "On General Secondary Education", "On Higher Education", "On Preschool Education", the State Standard of Basic and Complete General Secondary Education, the Concept of Implementation of State Policy in the Field of Reforming General Secondary Education "New Ukrainian School" for the Period Until 2029, etc. In particular, the State Standard of General Secondary Education (State Standard) emphasizes the need for students to acquire activity experience, which requires a creative approach to the organization of the educational process. On the other hand, the implementation of the activity approach serves to create favorable conditions for learning and upbringing, the ability to take into account the individual and age needs of each applicant. For the first time, the implementation of the activity approach in education was emphasized in 2011 in the State Standard of Basic and Complete General Secondary Education, approved by the Resolution of the Cabinet of Ministers of Ukraine dated November 23, 2011 No. 1392. In 2016, ideas regarding the activity approach were noted in the foundations of the Education Standard and were considered as a tool for implementing the competency paradigm of education. In accordance with the provisions of the State Standard for Basic and Complete General Secondary Education, the activity approach is pervasive in education and is aimed at developing the abilities and skills of the individual, the practical use of knowledge in various academic subjects, increasing the effectiveness of the individual's adaptation in society, self-realization, and the formation of readiness for collective activity and self-education.

The implementation of the activity approach in primary school is of particular importance. It is known that the younger school age is a period of heightened cognitive activity and interests of the child, which should be expanded through active participation in various types of activities. This is also indicated by the theory of pragmatism of J. Dewey ("School and Society"), according to which the organization of the educational process has a threefold goal, which promotes learning, preparation for socially useful work and independent life. And, therefore, the activity approach is the basis of learning, upbringing and development of the personality. It is important that the implementation of the activity approach is based on psychological and pedagogical principles, namely:

- organization of learning on the basis of individual activity by creating appropriate conditions and a zone of proximal development;
- clear guidance of the teacher in the educational and cognitive process through the student's own efforts (search for information, its analysis, awareness, etc.);
- increasing the cognitive activity of students, developing their internal motivation, stimulating the desire to learn, setting goals and finding ways for further self-development;
- forming competencies based on improving the ability to exercise self-control and self-assessment.

According to the provisions of the Concept of the New Ukrainian School, the organization of the educational process is based on integrated learning with a predominance of game methods in the first cycle (grades 1-2) and is based on an integrated subject basis in the second cycle (grades 3-4). Therefore, the renewal of the educational process on the basis of an activity approach consists in reorienting the goals and objectives of education, affecting the components of the school education system. In other words, the content of education does not consist in an established system of knowledge, but in a system of actions that ensure their assimilation. The productive component concerns the formation of key competencies of younger schoolchildren, namely (Fig. 1).

Educational practice shows that modern typical educational programs take into account the research interests of younger schoolchildren. This indicates the implementation of the educational process on the principles of the New Ukrainian School: the principles of development and historicism, the principle of child-centrism, the objectivity of learning, activity, a value approach, unity of internal and external activity, systematic analysis of pedagogical phenomena and processes, creation of a developing educational environment, preparation of students for further independent life, work, creativity (New Ukrainian School, 2017). Importantly, critical thinking of the individual is considered as the driver and basis of the educational and cognitive activity of schoolchildren. The implementation of the activity approach is carried out through the use of various types of learning in primary school, namely: game, interactive, project, active, activity, problem-based, based on students' requests. Thanks to this, the following skills and abilities are formed in students, such as (Fig. 2).

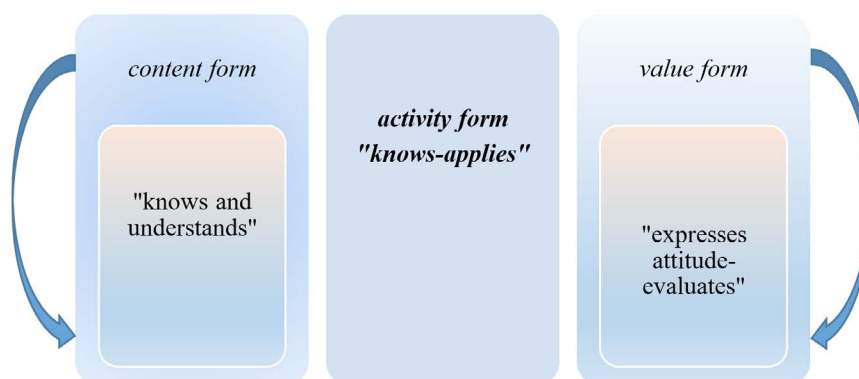


Fig. 1. Key competencies of a modern student

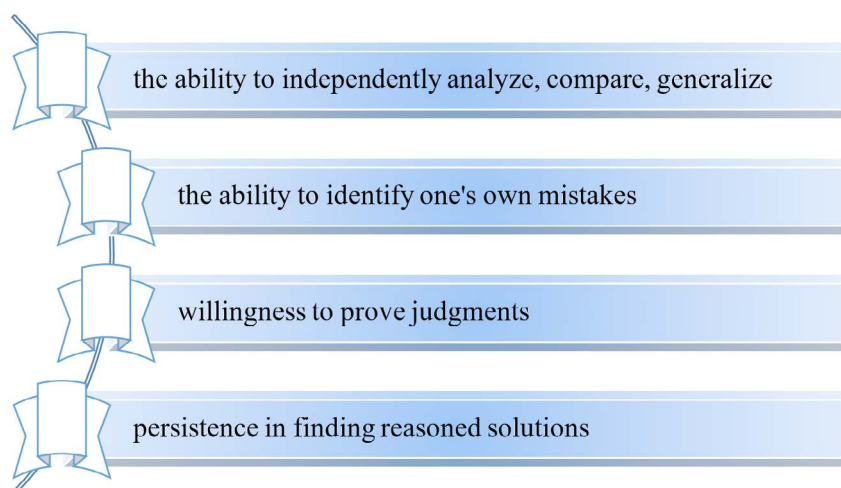


Fig. 2. Key skills and abilities of younger schoolchildren

Analysis of the updated primary school curricula showed significant changes in the transition to active activity, such as:

- dominance of activity results (the student calculates, observes, analyzes, models, investigates, transforms, photographs, works in a group) over cognitive, factual ("knows" or "understands");
- increase in the number and variability of activity forms of organizing the educational process: excursions, demonstrations, practical work and practical tasks, research workshops, organization of observations, mini-projects, etc.

Similarly, today we observe the process of creating textbooks on an activity basis, as the correspondence of the proposed types of activity to the complex of personal traits of the student, strengthening the developmental component of learning. Textbooks are designed to ensure the assimilation of not only formal-logical, but also operational knowledge (for example, how to act in specific situations to achieve the set goal); to stimulate search, analysis, synthesis. In particular, the activity-oriented tasks presented in them have a special structure (include various illustrative or conventionally graphic images) and are based on material that allows modeling practical life situations, encouraging practical activity. In general, the ultimate goal of the activity approach is the transformation of the subject of learning into a subject of practical activity (Bekh, 2012).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The implementation of the core tasks of the New Ukrainian School is carried out today on the basis of improved theories and practices of primary education. Our research proves that the activity has a subject-transformative nature, which is activated as a result of motivation, which is taken into account today in the educational process. Its organization in the context of the activity approach involves the implementation of a threefold goal: a) didactic: harmonization of activity, integrative and personality-oriented learning, partnership pedagogy in order to realize and master basic concepts, scientific facts, knowledge about methods of activity; b) educational: increasing cognitive interest, motivation; c) developmental: improving mental powers and abilities. On the other hand, the educational process today involves the active participation of each junior schoolchild in various types of activities and increasing the level of independence. The implementation of the activity approach occurs through the use of various types of learning: game, interactive, project, active, activity, problem-based, based on students' requests, which gives high results, forms a creative personality, ready for further independent life and work.



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