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## PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR ORGANIZING ENGLISH LESSONS ACCORDING TO THE CONCEPT OF THE NEW UKRAINIAN SCHOOL

**Abstract.** The reform of general secondary education in Ukraine, initiated through the implementation of the New Ukrainian School (NUS) concept, has led to fundamental changes in the organization of the educational process, particularly in foreign language instruction. This article explores the psychological and pedagogical conditions necessary for effectively organizing English language lessons in accordance with the key principles of the NUS reform. It emphasizes the importance of student-centered learning, competence-based education, and the integration of modern pedagogical technologies that support the holistic development of each learner.

The study identifies several core psychological conditions, including the formation of a positive emotional climate, the consideration of age-specific cognitive and emotional characteristics of students, and the encouragement of intrinsic motivation. These factors are critical in fostering learners' interest in English and ensuring sustained engagement throughout the learning process. Furthermore, the development of a supportive, non-threatening classroom environment contributes to reducing language anxiety and promoting confidence in communication.

On the pedagogical level, the research highlights the need for differentiated instruction, active learning methods, and formative assessment strategies aligned with the NUS competencies. The role of the teacher transforms from a knowledge transmitter to a facilitator and co-learner, who guides students through individual learning trajectories. Special attention is paid to the integration of cross-cutting skills such as critical thinking, collaboration, and media literacy, which are crucial for 21st-century learners and are embedded in English language instruction.

In addition, the study addresses the relevance of innovative teaching resources and digital tools that enhance language acquisition and promote interactive, task-based learning. Emphasis is placed on creating real-life communicative situations that reflect students' experiences and interests, thus bridging the gap between classroom learning and practical application.

The article concludes that the successful implementation of English lessons within the framework of the New Ukrainian School requires not only methodological renewal but also a deep understanding of learners' psychological needs and pedagogical best practices. Teachers must be equipped with the professional competencies, flexibility, and creativity needed to adapt to the dynamic educational landscape and to foster a positive learning experience that supports both academic and personal development.

**Keywords:** New Ukrainian School, English language teaching, psychological conditions, pedagogical strategies, student-centered learning, competence-based education, formative assessment, 21st-century skills.

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## **ПСИХОЛОГО-ПЕДАГОГІЧНІ УМОВИ ОРГАНІЗАЦІЇ УРОКІВ АНГЛІЙСЬКОЇ МОВИ ВІДПОВІДНО ДО КОНЦЕПЦІЇ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ**

**Анотація.** Реформа загальної середньої освіти в Україні, ініційована впровадженням концепції Нової української школи (НУШ), зумовила кардинальні зміни в організації освітнього процесу, зокрема у викладанні іноземних мов. У статті досліджено психолого-педагогічні умови, необхідні для ефективної організації уроків англійської мови відповідно до основних принципів реформи НУШ. Акцент зроблено на важливості особистісно орієнтованого навчання, компетентнісного підходу та інтеграції сучасних педагогічних технологій, що сприяють всебічному розвитку кожного учня.

У дослідженні виокремлено низку ключових психологічних умов, серед яких: формування позитивного емоційного клімату, урахування вікових когнітивних та емоційних особливостей школярів, а також стимулювання



внутрішньої мотивації до вивчення мови. Ці чинники відіграють вирішальну роль у зацікавленні учнів англійською мовою та забезпеченні їхньої активної участі в навчальному процесі. Крім того, створення підтримувального, безпечного навчального середовища сприяє зниженню мовленнєвої тривожності та підвищенню впевненості в комунікації.

На педагогічному рівні дослідження підкреслює необхідність використання диференційованого навчання, активних методів роботи та формувального оцінювання, що відповідає компетентнісним орієнтирам НУШ. Роль учителя трансформується – з носія знань він стає фасилітатором та співавтором освітнього процесу, який супроводжує учнів у їхніх індивідуальних навчальних траєкторіях. Особлива увага приділяється інтеграції наскрізних умінь, таких як критичне мислення, співпраця та медіаграмотність, що є необхідними для учнів ХХІ століття та реалізуються в контексті вивчення англійської мови.

Окремо розглянуто доцільність застосування інноваційних навчальних ресурсів і цифрових інструментів, які сприяють засвоєнню мови та активізують комунікативно орієнтоване, діяльнісне навчання. Наголошено на створенні реальних мовленнєвих ситуацій, пов'язаних із життєвим досвідом та інтересами учнів, що допомагає поєднати навчання в класі з практичним застосуванням мови.

У статті зроблено висновок, що успішна реалізація уроків англійської мови в межах Нової української школи вимагає не лише оновлення методик, а й глибокого розуміння психологічних потреб учнів і кращих педагогічних практик. Учитель має володіти професійними компетентностями, гнучкістю та креативністю для адаптації до змін в освітньому середовищі та створення позитивного навчального досвіду, який забезпечує як академічний, так і особистісний розвиток учнів.

**Ключові слова:** Нова українська школа, навчання англійської мови, психологічні умови, педагогічні стратегії, особистісно орієнтоване навчання, компетентнісний підхід, формувальне оцінювання, уміння ХХІ століття.

**Introduction.** The transformation of Ukraine's educational system, particularly through the implementation of the New Ukrainian School (NUS) concept, reflects the nation's strategic effort to align its schooling practices with modern global standards. Central to this reform is the rethinking of both content and methodology, placing a strong emphasis on the development of key competencies, learner autonomy, and the overall well-being of students. As one of the core academic disciplines, English language education plays a crucial role in this process, serving not only as a tool for international communication but also as a means for expanding learners' cognitive and cultural horizons.

The New Ukrainian School aims to create an educational environment that is inclusive, motivating, and development-oriented. It emphasizes the importance of competence-based and student-centered approaches, which require a fundamental shift in both psychological and pedagogical strategies. For English language teachers, this entails the creation of supportive learning conditions that take into account students' emotional needs, individual differences, and the necessity for active engagement and interaction.

Understanding the psychological aspects of learning a foreign language—such as motivation, self-confidence, and anxiety is essential for effective lesson planning and delivery. At the same time, pedagogical methods must be updated to reflect current best practices, including formative assessment, cooperative learning, and the integration of digital technologies.

This article seeks to explore the psychological and pedagogical conditions required for organizing English lessons in line with the principles of the NUS reform. It provides a theoretical overview and practical insights into the ways teachers can foster a positive learning environment that supports language acquisition and the personal development of each student. By examining these factors, the study contributes to the ongoing discourse on educational modernization in Ukraine and offers guidance for practitioners committed to implementing high-quality English language instruction in a reformed educational setting.

**Analysis of the research problem.** The concept of the New Ukrainian School (NUS) is a comprehensive reform in general secondary education in Ukraine, launched officially in 2017 by the Ministry of Education and Science. Its main target is to create a school that is interesting and focused on the needs of each child, preparing students not just with knowledge, but also with key life competencies for the 21st century. The main idea of the New Ukrainian School to create a child-centered school that helps each student become a successful individual, an engaged citizen, and a lifelong learner [3;5; 8].

The shift towards a competence-based model of education within the NUS has significantly altered the framework for teaching English as a foreign language. In this context, the research problem centers around identifying and analyzing the psychological and pedagogical conditions that ensure the effectiveness of English lessons, not only in terms of language proficiency but also in fostering learners' personal development, autonomy, and motivation.

Traditionally, English language teaching in Ukrainian schools followed a more formal, textbook-driven approach, with limited focus on learners' psychological needs and little room for personalization or active engagement [6]. The NUS concept, however, calls for a reorientation towards holistic education, in which the emotional, cognitive, and social dimensions of learning are considered equally important. This necessitates a thorough investigation into how educational



environments can be designed to support students' mental well-being, interest in learning, and communicative competence [5].

A key aspect of the problem lies in understanding the interplay between psychological factors such as student motivation, self-esteem, emotional resilience, and anxiety particularly in the context of speaking a foreign language. These factors directly affect students' willingness to participate in communicative tasks and their ability to progress in language learning. A failure to address such issues can result in disengagement, low performance, and a lack of confidence.

Equally important is the pedagogical dimension of the problem, which involves examining how teaching strategies, lesson structures, and teacher-student interactions influence the learning process. The principles of the NUS encourage the use of formative assessment, differentiated instruction, and collaborative learning activities that are tailored to students' interests and individual learning styles. However, many teachers face challenges in implementing these methods effectively, due to insufficient training, limited access to resources, or resistance to change.

Moreover, the integration of cross-curricular competencies—such as critical thinking, teamwork, and media literacy – into English language lessons presents both opportunities and difficulties. It requires educators to move beyond traditional grammar-focused instruction and incorporate real-life communicative scenarios that build practical skills.

Therefore, the core research problem lies in identifying optimal psychological and pedagogical conditions that align with the values and goals of the New Ukrainian School. By doing so, educators can ensure that English language instruction contributes meaningfully to students' linguistic, emotional, and intellectual development in a dynamic and inclusive learning environment.

**The purpose of the article** The purpose of this article is to define and analyze the key psychological and pedagogical conditions necessary for the effective organization of English language lessons in accordance with the principles and requirements of the New Ukrainian School (NUS). The study aims to explore how modern educational approaches such as student-centered learning, competence-based instruction, and inclusive pedagogy can be implemented in English teaching to enhance students' language acquisition, motivation, emotional well-being, and 21st-century skills development.

By examining both theoretical foundations and practical strategies, the article seeks to provide teachers, educators, and policymakers with a comprehensive understanding of how to create a psychologically safe and pedagogically effective environment for foreign language learning in the context of Ukraine's educational reform.

**Definition of the Concept “Strategy of Foreign Language Schoolchildren Training According to the New Ukrainian School” and Experience of Its Application.** The concept “*strategy of foreign language schoolchildren training*

according to the New Ukrainian School” refers to a system of pedagogical principles, methods, and practices aimed at developing students' foreign language communicative competence through a holistic, student-centered, and competence-based approach. This strategy is grounded in the key values of the NUS reform such as respect for the child's personality, focus on practical life skills, democratic teaching styles, and inclusive education and is designed to equip learners with the linguistic, cognitive, emotional, and social tools necessary for functioning effectively in a multilingual, multicultural world [11]. New tendencies in preparation of future teachers of primary school are discussed in scientific researches as Kotenko O., Kosharna N., Holovatenko T. [16], Matvienko, O., Popova, L.[17; 19].

This strategy integrates several core components: learner-centeredness, with an emphasis on individual learning paths, interests, and needs; *competency-based education*, where foreign language learning is linked to real-life contexts and the development of communicative, digital, social, and intercultural competencies; *integrated and cross-curricular learning*, connecting language instruction with other school subjects and broader life themes; *psychological support*, ensuring a safe emotional climate and promoting student self-confidence, motivation, and autonomy; *use of innovative technologies*, including digital tools, online platforms, and multimedia resources to enhance engagement and interaction.

In practice, the application of this strategy has shown promising results in pilot NUS institutions and beyond. English teachers report increased student motivation and active participation when lessons incorporate authentic materials, collaborative tasks, project-based learning, and ICT tools such as interactive whiteboards, educational apps, and video conferencing platforms for communication with native speakers.

Moreover, formative assessment methods – such as learning portfolios, self-assessment checklists, and peer feedback – have proven effective in encouraging reflection and personal responsibility for learning. Schools that implement inclusive approaches and account for individual learning differences have seen improved outcomes among students with diverse educational needs. Professional development initiatives, such as the “English Teachers as Change Agents” program and training offered through the British Council and Ministry of Education partnerships, have helped teachers adopt this strategy more confidently. However, challenges still remain, particularly in rural areas, including insufficient resources, lack of access to modern equipment, and the need for continuous methodological support.

The strategy of foreign language schoolchildren training according to the New Ukrainian School (NUS) represents a purposeful, systemically organized set of pedagogical and psychological approaches that align foreign language education with the overarching goals of the NUS reform. This strategy prioritizes not only the acquisition of linguistic knowledge but also the comprehensive development of communicative competence, critical thinking, intercultural awareness, emotional intelligence, and the ability to function in a globalized world.



Table 1

Key Components of the NUS Strategy of Foreign Language Schoolchildren Training

#	Key Components	The NUS Strategy
1	Student-Centered Approach	Lessons are tailored to students’ individual interests, abilities, and learning styles. Teachers act as facilitators and co-learners rather than sole knowledge providers. Psychological comfort, emotional engagement, and positive reinforcement are prioritized.
2	Competence-Based Learning	Students develop key competencies defined by the NUS: communicative, social, digital, civic, and learning-to-learn. English is taught as a tool for real-world communication, not only as a subject. Tasks simulate authentic situations (e.g., writing emails, participating in discussions, interpreting texts).
3	Integration of 21st-Century Skills	Development of critical and creative thinking, collaboration, adaptability, and digital literacy is embedded in English lessons. Emphasis is placed on teamwork, project work, debates, and media literacy.
4	Psychological Safety and Emotional Development	Language anxiety is reduced through a supportive environment. Activities are structured to build learners’ confidence and self-efficacy. o Emotional intelligence is nurtured through reflection, empathy-based tasks, and social interaction.
5	Use of Innovative Technologies	Digital platforms (Zoom, Google Classroom, Kahoot!, Quizlet, British Council LearnEnglish Kids, etc.) are used to enhance engagement. Interactive whiteboards, educational apps, and online games support multimodal learning. Blended and hybrid learning models are increasingly practiced.
6	Formative Assessment and Feedback	Continuous, non-judgmental assessment is integrated into the learning process. Students reflect on their progress through portfolios, checklists, and peer assessment. Feedback is constructive and aimed at growth, not punishment

At its core, this strategy reflects a paradigm shift from traditional teacher-centered instruction to *a student-centered and competency-based model*. The focus is on *how* students learn rather than simply *what* they learn. It emphasizes *learning by doing*, encourages *active participation*, and promotes *meaningful, real-life communication* in the foreign language classroom

**Experience of Application in Ukrainian Schools** The modernization of foreign language education in Ukraine is closely tied to the global trend of shifting from traditional grammar-based instruction to communicative, student-centered approaches. The New Ukrainian School (NUS) concept builds upon international

pedagogical research and adapts it to the Ukrainian context, emphasizing the integration of key competencies, inclusive education, and psychological safety in the classroom (MESU, 2016; 2020) [5].

Theoretical foundations for this approach can be traced to the works of Lev Vygotsky, who emphasized the social nature of learning and the importance of the *Zone of Proximal Development*. His ideas have influenced modern interpretations of scaffolding, collaborative learning, and individual learning trajectories, all central to the NUS model [9].

The psychological dimension of foreign language teaching has also been studied by J. Dörnyei and Z. Oxford, who highlight the role of motivation, anxiety, and learner autonomy. Their findings are particularly relevant for organizing English lessons that reduce stress, promote confidence, and encourage lifelong learning habits. Despite a growing body of literature, there remains a need for practical frameworks that align these theoretical insights with the realities of the Ukrainian school context – especially in light of challenges such as digital inequality, regional disparities, and post-crisis adaptation [9].

Howard Gardner's theory of multiple intelligences and Carl Rogers' humanistic approach to education also provide a strong basis for understanding learners' psychological needs. Their research supports the design of lessons that address cognitive, emotional, and social dimensions, promoting the formation of a safe and motivating learning environment.

The implementation of the New Ukrainian School (NUS) reform marks a fundamental transformation of the Ukrainian educational system, aiming to shift from knowledge-oriented to competency-based learning. In this context, English language teaching plays a key role in developing students' communication skills, intercultural competence, and global awareness. However, the successful organization of English lessons in accordance with the NUS concept requires not only methodological changes but also a profound understanding of the psychological foundations of the learning process.

Creating psychologically supportive conditions in the classroom is essential to ensure that each learner feels safe, motivated, and engaged. A psychologically comfortable environment fosters students' emotional well-being, enhances their cognitive abilities, and promotes a positive attitude toward language learning.

The child-centered approach of the NUS places special emphasis on the individuality of each student, making it vital for teachers to consider psychological principles when planning and delivering English lessons. This article explores the key psychological conditions that support effective language acquisition and align with the values and goals of the New Ukrainian School. In primary school, children begin to form the foundation of their attitudes, values, and skills related to learning, including the study of foreign languages. English, as a global means of communication, is introduced at an early stage to develop learners' communicative





#	Key Components	The NUS Strategy
6	Teacher's Psychological Competence	Teachers are trained to: <ul style="list-style-type: none"> <li>• Recognize emotional and psychological states of students</li> <li>• Build trusting relationships</li> <li>• Provide timely emotional support</li> <li>• Prevent and address emotional burnout</li> </ul>
7	Development of Autonomy and Responsibility	Encouraging students to: <ul style="list-style-type: none"> <li>• Take initiative in learning</li> <li>• Choose activities or topics of interest</li> <li>• Reflect on their learning process through self-assessment and peer feedback</li> </ul>

The educational reform known as the New Ukrainian School (NUS) represents a paradigm shift in how teaching and learning are approached in Ukraine. At its core, the NUS aims to build a school where every child is valued, understood, and empowered to reach their full potential. This requires not only changes in curriculum and assessment but also a reconsideration of the pedagogical conditions that support effective teaching, particularly in foreign language education.

In the context of English language learning, pedagogical conditions refer to the methods, approaches, materials, and environments that facilitate students' active engagement, motivation, and competence development.

At the primary level, these conditions play a crucial role, as they lay the foundation for lifelong language learning and shape students' attitudes toward communication, intercultural interaction, and self-expression.

The essential pedagogical conditions for organizing English lessons in accordance with the Concept of the New Ukrainian School highlight the importance of active learning, differentiated instruction, integration of digital tools, and a learner-centered approach in fostering meaningful and effective English language acquisition.

Contemporary Ukrainian scholars such as N. Bibik [1], O. Matvienko [17], O. Savchenko [11], have adapted these concepts to the Ukrainian school system, stressing the necessity of active, inclusive, and competence-oriented learning. In the field of foreign language education specifically, researchers like O. Bihich [2], N. Kosharna [16], L. Popova [19], Papadopoulos I., Shin, J.K [18]. (have emphasized the importance of task-based learning, communicative methods, and formative assessment in language acquisition.

“Theoretical analysis of literature, the study of modern programs and work plans of pedagogical faculties, methodical associations of primary school teachers and different scientific researches on the problem of the formation of transversal competences in the process of future primary school teachers' training indicated the professional significance of this phenomenon. It was established that the transversal competences of a primary school teacher consist of motivational and valuebased



components, provide a high quality of general professional competence of teachers at the high level presented by the European educational system. In our opinion, it is the formation of transversal skills in future primary school teachers (communication, multitasking, organization and time allocation, teamwork, creativity, critical thinking, leadership) that will contribute to their effective adaptation to modern requirements for future specialists in the labor market [17]”.

Table 3

**Pedagogical Conditions for Organizing English Lessons According to the Concept of the New Ukrainian School**

#	Key Components	The NUS Strategy
1	Competency-Based Approach	Focus on developing key competencies, not just language knowledge. Emphasis on communication, critical thinking, creativity, and collaboration. Integration of real-life situations into tasks to ensure functional language use
2	Integration of Cross-Curricular Content	Linking English lessons with other subjects (e.g., science, art, literature). Use of interdisciplinary topics and projects to make learning meaningful and connected
3	Active Learning Methods	Use of games and role-play, project-based learning, group and pair work, encouragement of student participation, autonomy, and problem-solving.
4	Differentiated Instruction	Providing extra support for slower learners and challenges for more advanced students.
5	Use of Modern Educational Technologies	Incorporation of interactive whiteboards, tablets, online resources, and educational apps. Digital storytelling, videos, and gamified exercises to enhance engagement
6	Competent, Reflective Teacher	Teachers act as facilitators and guides, not just sources of information. Emphasis on continuous professional development and reflection on teaching practice. Use of formative assessment to adjust instruction based on learners’ needs
7	Inclusive and Safe Learning Environment	Ensuring that every child feels included, respected, and valued. Promoting a culture of tolerance, cooperation, and empathy
8	Child-Centered Lesson Design	Planning lessons that consider: Pupils’ interests and emotional states Their prior knowledge and experience Their age-specific psychological characteristics

The successful implementation of the New Ukrainian School at the primary level creates a strong foundation for continuing its principles in secondary education. Extending the NUS concept into secondary school presents valuable opportunities

to deepen students' competencies, foster critical thinking, and promote independent learning.

In the context of English language teaching, this means transitioning from basic communication skills to more advanced linguistic and intercultural competence.

Learners are encouraged to express opinions, participate in debates, work on creative projects, and use English in authentic, real-life situations. Pedagogically, the continuation of the NUS concept in secondary school involves a further shift toward personalized learning paths, project-based and interdisciplinary instruction, and the meaningful use of digital technologies. It also supports a greater emphasis on learner autonomy, peer collaboration, and formative assessment. Importantly, maintaining psychological comfort, motivation, and inclusivity remains essential throughout this stage.

The gradual scaling of the NUS model allows for the development of a generation of students who are not only well-educated but also flexible, communicative, and ready for the challenges of a globalized world. Therefore, the continuation of this reform at the secondary level is both a logical step and a necessary investment in the future of Ukrainian education.

**Conclusion.** The experience of applying these principles in Ukrainian schools has highlighted both successes and challenges. In urban schools, where resources and professional development opportunities are more readily available, teachers have embraced the new methodologies with notable success. In contrast, rural areas and schools with fewer resources face barriers that require additional support, both in terms of infrastructure and professional development.

Psychologically, it is essential to foster a positive emotional climate in the classroom that encourages intrinsic motivation, reduces language anxiety, and promotes self-confidence. This can be achieved through student-centered learning, where learners' needs and interests are prioritized, and through the creation of a supportive environment that reduces the fear of failure. Additionally, recognizing the individual cognitive and emotional characteristics of students and adapting lessons accordingly ensures that learners feel valued and engaged.

Pedagogically, the adoption of competence-based education, the use of active learning strategies, and the incorporation of modern technological tools are pivotal in achieving the goals of the NUS reform. Teachers must shift from being mere transmitters of knowledge to facilitators of learning, guiding students through personalized learning pathways while integrating key competencies such as critical thinking, collaboration, and digital literacy. The incorporation of formative assessment allows for continuous feedback, enabling students to monitor their progress and take ownership of their learning journey.

In conclusion, the psychological and pedagogical conditions for organizing English lessons according to the NUS concept represent a significant shift in the



educational paradigm of Ukraine. For the full potential of the NUS reform to be realized, continued investment in teacher training, the development of inclusive curricula, and the provision of equitable access to resources will be essential. The successful integration of these conditions will not only improve language proficiency but also contribute to the holistic development of students, preparing them for a rapidly changing, interconnected world.

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