

## Educational & Informative Competence of Schoolchildren: Modelling of Educational and Informative Activity at Native Language Lessons

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### ABSTRACT

The study aims at analysis an educational and informative competence, describing the components of schoolchildren's educational and informative activity and submitting an efficient set of exercises resulted from the educational and informative activity component analysis. The relevance of the study is determined by modernization of an educational paradigm since the current approach to organization of the learning process is to be reviewed. The study results are based on the average performance of schoolchildren during the 4-year study of the subject "Native language" (n=70). Furthermore, we used a comprehensive approach to analysis of an elementary school educational process as a methodological basis for analysis of pedagogical reality. The study showed that informative educational activity helps the schoolchild to form competencies that contribute to education of moral, civic and patriotic, aesthetic qualities of a child, mindset formation in general. Suggested model of improving educational and informative activity at native language lessons may be used by teachers as a way of organization of the current learning process.

### KEYWORDS

Educational process, educational and informative competence, schoolchild's informative activity, native language lessons, self-studying principles

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## Introduction

School education has changed its way from formation of the triad "knowledge-ability-skills" to preparation of the schoolchildren for the real world: to get them ready to make decisions in a variety of life problems on their own (Krasnozhonova, 2013; Lerner, 1971; Antonenko, 2010). Modernization of the educational paradigm caused the necessity to review the approach to organization of the learning process. Today, a new approach is a system-activity approach. It is oriented to achievement of goals and its main result is all-round development of the schoolchild's personality. The approach is based on

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assimilation of universal educational actions, learning and understanding of the world by the schoolchild, his active educational and informative activity and willingness for self-development (Levin, 2008; Vorovshchikov, 2010).

One of the key modernization strategy issues of the essence of general education is "a competence in the field of independent informative activity based on assimilation of methods for getting knowledge from various sources of information" (Vorovshchikov, 2007). Such a competence is defined as educational and informative.

It is pertinent to point out that junior school age is a sensitive period for formation of educational and informative competence, as, in this age, all kinds of activities, including educational, contribute to development of the informative sphere; a child learns how to manage them on his own (Asmolov, Burmenskaya & Volodarskaya, 2011; Kirsch, 2012). In turn, informative educational activity helps the schoolchild to form competencies that contribute to education of moral, civic and patriotic, aesthetic qualities of a child, mindset formation in general (Sandford, 2015; Shchukina, 1999).

Moreover, in the process of studying, in his educational and informative activity the schoolchild may not be only an object. The studying entirely depends on his activity, proactive stance; educational activity, in general, always gives better results if it is based on intersubjective relations between a teacher and students (Matyushkin, 2008). Thus, formation of schoolchild's active stance in studying is the main task of the whole studying process.

### Literature Review

Researchers consider educational and informative competence as "a set of schoolchild's competencies in self-studying activity including elements of the logical, methodological, general education activity" (Antonenko, 2010); as "personal characteristics of schoolchildren, revealing knowledge accumulated by them, skills in organization of educational and informative activity, knowledge of methods, skills and techniques of solving educational and informative tasks, experience of independent activity" (Khutorskoy, 2003); as "the willingness to carry out educational and informative activity at a certain level" (Vorovshchikov, 2007); as "integrative quality of a schoolchild, which reflects how good he is in educational and informative competence and which is expressed in motivation to study, skills to organize their own educational and informative activity, informational and logic skills, system of knowledge of the subject area" (Alekseeva, 2009).

E.A. Levin (2008) examines this term as "a presence of skills and general methods of teaching and learning activities, schoolchildren' ability to use informative skills to produce and create new knowledge for self-education and self-improvement, as well as the willingness to use the accumulated knowledge, skills and methods of informative activity for solving professional tasks". At the same time, A.S. Sidenko (2013) says that educational and informative competence is "a system-forming strategic priority of educational process, combining all stages of education; a level of individual educational and informative activity, which corresponds to a system of principles, values and methods of obtaining knowledge existing in the culture of society".

Some scholars also define this concept as "a stable set of individual variations in the ways of perception, memorization and thinking that are backed

up by various ways acquisition, storage, processing and use of information" (Asmolov, Burmenskaya & Volodarskaya, 2011); as "intellectual readiness of schoolchildren to effectively apply their knowledge and skills that contribute to realization of personality and finding their place in the world around" (Petrova, 2011).

So the essence and specific features of this competence are determined, from the point of view of the researchers, by the aggregate of knowledge, abilities, skills, experience and semantic orientations of the informative activity; felicity thereto; willingness to implement it on their own. A.V. Khutorskoy (2003) considers that the events, revealing the essence of the informative competence, also include the elements of logical, methodological, general education activity correlated with the real objects that are being learned as well as theoretical and practical willingness for independent informative activity. The educational and informative competence also includes knowledge and skills to set goals, planning, reflection, self-assessment of educational and informative activity (Asmolov, Burmenskaya & Volodarskaya, 2011).

Successful study at primary school is impossible without formation of educational skills in schoolchildren that makes a significant contribution over development of informative activity of the schoolchildren, since they are those of general education, i.e. they do not depend on specific content of the subject. At that, each subject, in view of specificity of its content, has its place in the process (Kozlova & Kondakova, 2011). From this point of view, the native language lessons are important, as teaching schoolchildren to read and write the teacher stimulates his informative interest.

Researchers distinguish four units of the main types of universal educational activities, namely (Shchukina, 1999):

1. Personal
2. Regulatory: including self-regulation actions;
3. Informative;
4. Communicative.

Let us analyze the informative universal actions including general education, logic skills, that are focused on statement and solution of the problem.

I. General education skills: the ability to adequately, consciously and voluntarily build a speech in verbal and written communication transferring content of the text according to the purpose thereof (in detail, briefly and selectively) and respecting the rules of building the text (correspondence to the theme, genre, style of speech etc.); statement and formulation of the problem, independent making of activity algorithms when solving problems of creative and search nature; action with sign and symbolic means (substitution, encoding, decoding, modeling) (Webster-Stratton & Reid, 2004).

II. Logical skills: comparison of specific sensual and other data (for separation similarities/differences, identification of common features and making classification); identification of specific sensual and other objects (for inclusion in one or another class); Analysis is selection of elements and "units" of the whole; division of the whole into parts; synthesis is making of the whole from the parts, including self-constructing, filling the missing components; seriation is ordering the objects according to a designated base (Krasnozhonova, 2013).

III. Logic of formation of the primary education is in allotting educational tasks at the first few native language lessons. Firstly with the help of a teacher, and then on his own, a schoolchild explains a sequence of training operations (actions) that he makes to solve them (Matyushkin, 2008).

Thus, a serious obstacle in development of the informative activity represent a reproductive nature of the knowledge, a lack of understanding of their connection to reality, a reproductive nature of the education as well as disconnectedness thereof with the leading needs peculiar to this age. This leads to formalization in assimilation of school knowledge, focusing illusion of motivation on a grade (Babansky, 1989). Therefore, it is very important to develop the independent informative activity of the schoolchild, which is characterized by orientation towards establishing the sources, cause-and-effect relationships, mechanisms of the phenomena, events and himself.

### ***Aim of the Study***

The purpose of the research is to analyze teaching and learning competence of schoolchildren and to develop a universal set of exercises in order to improve independent educational activity of the schoolchild.

### ***Research questions***

What are the main characteristics of informative activity of schoolchildren? What are the regularities of interaction peculiarities of the educational, informative and cognitive activities in conditions of an elementary school educational process? How to improve educational and informative activity of schoolchildren at native language lessons?

### ***Method***

The study results were based on the average performance of schoolchildren during the 4-year study of the subject "Native language". The experiment had being conducted during four years, from 2012 to 2016, in terms of 3 classes. Total number of examinees varies from 70 people (2012-2013) to 67 (2015-2016) (the number differs because 3 children went to another school as their families moved).

The study was conducted in Intellectual lyceum school of Baku (Azerbaijan) № 49. The examinees were 6 -10 years old. The total number of boys was 39 (two of them dropped out of the experiment), the total number of girls was 31 (one girl dropped out of the experiment).

### ***Data, Analysis, and Results***

The peculiarity analysis of the schoolchildren's educational and informative competence led us to multidimensional identification and description of the schoolchildren's educational and informative activity, which is a complex structural formation having its operation, development and management peculiarities.

A comprehensive approach to analysis of an elementary school educational process, which has enabled to describe the essential features of the teachings represented by the educational and informative activity of the schoolchildren, is a methodological basis for analysis of pedagogical reality. This is due to creation of some definitions providing determination and description of a value system,

belonging to a particular class of objects that can be generalized. This separation and description of the educational process is directed to building a model of the schoolchildren's educational and informative activity that envisages obtaining of new didactic knowledge, further use thereof and enrichment with the new conceptual categories (Kozlova & Kondakova, 2011).

The comprehensive approach to analysis of the educational and informative activity, in our opinion, allows describing it as a complicated organized combination of three activities: educational activity, informative activity and cognitive activity (Krasnozhonova, 2013). These types of activities, as constituent elements of the studying and being united by "universal" schoolchild's activity, are in a special form of interaction.

Presence of such a regular connection appears in their desire to balance and equal.

Such activity is characterized by special relationships being established between man and environment, where pride of place is given to the social or public relations. It is correlation of the psyche and society that generates the activity of the study, which is a complicated psychological formation, namely the educational and informative activity as a multilevel system, wherein each level has its own structure with its own mechanism (Alake-Tuenter, 2012). The most important are two levels of mechanisms that are determined by biological and social types of human activity organization. However, the objective nature of the psyche causes combination of these mechanisms resulting in such kinds of human activities as a game, studying and labor.

The educational and informative activity is divided into "empirical" and "theoretical" parts, i.e. the external level educational and informative activity and the internal level educational and informative activity (Asmolv, Burmenskaya & Volodarskaya, 2008).

For example, conducting a sound analysis, first form schoolchildren are oriented to the word model and give its qualitative characteristic. In order to do this, they need to know all steps required to fix the educational task: to determine the number of sounds in a word, to establish their sequence, to analyze "quality" of each sound (vowel, consonant, soft, hard consonant), to indicate each sound by corresponding color model. At the beginning of the training all these actions serve as subjective, but it will take a little time, and the schoolchild will use the algorithm of the action working with any educational content. Now the main result of the training is that the schoolchild, having learned how to build the plan for solving the educational task, will not be able to work in a different way since then.

Informative activity of schoolchildren has the following characteristics:

1. Desire to solve intellectual problems;
2. Desire to get money for solving these problems;
3. Need for intellectual achievements;
4. Questions on the topic of the study, such as "how can you do this," "what is this needed for," "what is right, what is wrong" etc., characterizing the desire to learn, to assimilate new information and a new way of acting;
5. A goal to learn a proposed method of activity;

6. Positive emotional experience associated with assimilation of new knowledge, techniques, work methods, practice of complex operations, finding solutions to educational problems;

7. Interest to the meanings of unfamiliar words;

8. Situational character of the informative interest: after receiving new information, upon completion of the action (of the lesson, completion of the task) interest reduces, symptoms of repletion appear (Thoonen, 2011).

In the early school years informative demand is manifested through:

1) Age sensitivity, sensitivity;

2) Need for communication;

3) Need for activities;

4) Need for self-expression, formation of an adequate self-evaluation, comparison of ourselves to others, a new level in development of a schoolchild's consciousness is marked (Lerner, 1971).

The external level of the educational and informative activity is represented as a sequence of logically complete and repetitive educational methods in space-time. These actions are targeted to consistent solution of the educational tasks and are associated with external activity of a schoolchild. Therefore, this part of the study is technologically designed and presented as an educational activity.

The internal level of the educational and informative activity is represented as the psychic regulation of activity and actions that also reflect the objectives of the training, but are associated with internal changes in the schoolchild. Therefore, this part of the study is a resultant one and, in regard to the external activities, is represented as a cognitive activity.

In other words, the external activity of the study is directed from a teacher to a schoolchild by means of educational activities, while the internal activity of the study, that is derived from the educational activities, is always continued as the informative activity. The educational activity, becoming technologically specified (orienting activity) towards the informative activity, is its structural constituent, thereby forming a form of the study organization.

Cognitive activity is cognitive in its nature. It determines and is determined by functioning of the educational and informative activities. It can be concluded that the cognitive activity does not only skewer the educational and informative activities, but also becomes a source and a result of the human consciousness development. Therefore, the cognitive activity, that is simultaneously represented by both external and internal plan of educational and informative activity, is connected to representation (coding) and transformation of the structure of knowledge, the main mechanisms of which are: interpretation, understanding, categorization and referencing.

The educational and informative activity has spatial-temporal characteristics and is determined by all regulations of interaction of the educational, informative and cognitive activities (Petrova, 2011).

In various didactic situations (for example, when explaining the material or securing thereof) the educational and informative activity will be represented by its systemic features, having its own peculiarities and indicators. In such a way in the process of interaction of these three activities, a special program of their

correlation is generated. The program, having taken a certain materialized form, each time builds its own logic in construction and guides each activity.

So we have concluded that each activity, that is a part of the overall structure of the educational and informative activity, has its own dynamics and productivity, although the essence of the general "study" concept "covers" not only specific structure of each activity, but also ties together any of these programs and any mechanism of realization thereof. In this case, we may talk only about qualitative uniqueness of the study, which cannot be reduced to any educational, informative, or cognitive activity.

Unity of these three interacting activities creates a qualitatively new formation (entity) – "the educational and informative activity," which, each time, will be represented by its own content, structure and mechanisms of operation. This is determined by the fact that the educational and informative activity is a socially regulated and forming process, and it is associated with the targeted human development (Vorovshchikov, 2007).

Analysis of the educational and informative activity enabled to identify differences and uniqueness of each activity; this was the most clearly shown in their stylistic peculiarities: styles related to the educational, informative and cognitive activities.

Each of the three types of activity is characterized by the following indicators:

1) Any human activity in the structural hierarchy of the mental activity always takes the appropriate position:

- Educational activity is directed by external, objective schoolchild's activity;
- Informative activity is connected to the internal psychic activity;
- Cognitive activity refers to all cognitive and mental processes that make up a base of human consciousness and behavior.

2) Each activity has dynamics and its own characteristics of development;

3) Each activity has a certain target orientation and different purposes:

- Educational and informative activities, being an instrumental part of the human psyche, are represented by the educational and informative activities;
- Cognitive activity is manifested with sensory, mental and semantic structures, as well as the system of knowledge and its accumulation, storage and use actions (Vorovshchikov, 2010).

From the perspective of a comprehensive approach to the modeling of the educational and informative activity, we have determined the following peculiarities of these activities:

1. The educational activity is represented by an aggregate of the educational work abilities and skills; it is associated not only with the obtained knowledge but methods of acquisition thereof.

There are: educational work methods (practical actions – organizational, informational, communicative) and mental activity methods (thinking actions - analysis, comparison, synthesis, abstraction, classification). This combination of practical and mental educational skills is called as the ability to study (Asmolov, Burmenskaya & Volodarskaya, 2008).

2. Informative activity, as an aggregate of cognitive abilities and skills, is also associated with the obtained knowledge and methods of acquisition thereof; it consists of cognitive processes and relies on feelings, perception, attention, memory, mentality and imagination.

As for interaction peculiarities of the educational, informative and cognitive activities in conditions of an elementary school educational process, we have identified the following regularities.

1. Educational activity methods in the framework of informative activity are diverse: reproductive, problem-and-creative, research actions. A target-oriented method of the educational activity is always associated with the result. Consequently, the educational activity, as a result evaluation indicator of realization of the mental properties in terms of activity, will be always represented by the educational methods and will consider the following indicators: dynamics in understanding, formulation and achievement of educational objectives, quality of the educational activity implementation and evaluation thereof.

2. Informative activity methods in the framework of educational activity are also diverse: solution of an objective task, drafting of a read story plan, implementation of a graphic or painterly drawing etc.

A target-oriented method of the informative activity always causes a result of any efficiency degree. Consequently, the informative activity, as a result evaluation indicator of realization of the psychic peculiarities in terms of activity, will be always represented by learning methods and will be shown through: sensory perception, feelings, imagination and abstract thinking.

3. The methods of cognitive activity in the framework of educational activity as well as the methods of educational activity within the framework of the informative activity are transformed into educational and informative activity.

We consider this type of connection – namely connection of the three types of activities in academic interaction – as a required condition of the given efficacy and it is associated with implementation of the following provisions:

1. When determining the structure of the educational process of an elementary school it is required to select the concepts that lie at the basis of the whole conceptual system.

2. There are two interrelated activities in a basis of the educational process of an elementary school: teaching activity (the teacher) and learning activity (schoolchild).

3. Schoolchild's understanding of the educational content is determined by variety of educational methods - actions both from a teacher (explanation, display, demonstration etc.) and from a schoolchild (awareness, understanding, application).

These actions (teaching methods) are the constituent elements, or structural and functional "units" of the educational process; they transmit the essence of the educational and informative activities. Hence, any actions (educational methods) absorb dynamic and functional connections between the teacher and the schoolchild; they are also mediated by personal qualities of any of the participants of the educational process. In other words, the action is a

"unit" of analysis of the educational process and corresponds to the system description of pedagogical reality.

4. When simulating the educational process at an elementary school, we have assigned 3 tasks to be solved:

- 1) What method of education is to be emphasized in the learning process;
- 2) What didactic structure would be suitable for the system analysis as carried out;
- 3) In what respect does this structure reflect the actual structure of the education.

Each educational, informative or cognitive action was considered here as a function of interaction of teaching and learning activities – under the same conditions and with a constant general educational goal.

5. When diagnosing the study results, correspondence between the objectives of education, potential of a schoolchild and his real achievements had to be determined. This made it possible to describe peculiarities of each activity included in the system of educational and informative activity.

6. Transition from one action to another (connection of interaction between teaching and learning) appeared both in the external and internal structure of the educational methods. In this educational cooperation all conceivable educational methods were determined by general structure of the educational and informative activity based on the unity of the psyche as a system. In other words, every educational, informative or cognitive action is always represented by its basic properties.

Therefore, when simulating the educational and informative activity in the context of the educational process of an elementary school, we relied on the following criteria:

- 1) It's overall structure is determined by the orientation: goal - the result;
- 2) It's the most important properties are reflected in its "cell" or "unit" of the analysis - action or method of study (Sviridova, 2013).

The result of the educational and informative activity was a generalized theoretical understanding of the possible specific results of the study. These results showed a degree of approximation of the simulated learning and pedagogical activity to an optimal goal, the product of which must be an all-round schoolchild.

In our study, we assumed that well-formedness of the educational and informative activity of schoolchildren will be improved when consistently and purposefully using specially selected tasks, different methods and techniques at the native language lessons. Hereinafter, on the basis of the conducted classification of specially selected tasks, methods and techniques, a complex corresponding to the educational and informative activity as formed, was developed.

I. Types of the informative universal educational actions – logical actions.

Methods: "inductive" method; idealization; "brainstorm"; "survey by turn"; reflection; "Poll - the result."

Techniques: find the matches; Catch a mistake; construction of logical line of reasoning; thick and thin questions.

II. Types of the informative universal educational actions – general education action.

Methods: a game method; generation of ideas; verbal method; imaginative method; visual-illustrative method; group work.

Techniques: "word string"; construction of a logical line of reasoning; retelling of the reading material; surprise.

III. Types of informative universal educational actions – setting and solution of problems.

Methods: creation of an informative dispute; retrieval method; part search method; problem-search method.

Techniques: Games-assumptions and freedom of choice; formulation of a problem; demonstration.

Here is an example of typical tasks for formation of educational and informative activity at the native language lessons.

1. "Text Analysis" task. 4th form.

The topic of the lesson is "Parts of Speech" (repetition).

The goal: to come to an understanding of the need to respect their native language, to appreciate and protect it.

Children receive cards with the text:

“(The) greatest value of the nation is a language, the language(.) in which he write(s), speak(s), think(s). He think(s)! It is necessary to understand thoroughly, in all richness and significancy of this fact. After all, this means that (the) entire conscious life of man pass(?) through (his) native language.

The rightest way to get to know (a) person - his mental development, his moral portrait, his (ch)aracter – is to hear what he say(s).

We observe a person(?) carriage, his manner of walking, his behav(e)our and judge (a) man according to them, sometimes(.) mistakenly, but (the) language is much more accurate indicator of human qualit(?)es, his culture.

So, there is a language of the nation serving as (an) indicator of (?) culture and (a) language of (an) individual serving as (an) indicator of his personal qualit(i)es, qualities of a human, (who/which) uses the language of his nation (D.S. Likhachev).”

Schoolchildren have to perform the following tasks:

1. to title a text.

2. to identify the main idea.

3. to make a thesis plan: entitle each item of the plan with quotes from the text:

A)

B)

C)

D)

1) To shape an answer to the question: "What is an indicator of the human culture?"

2) The last tasks intended to develop the informative universal educational actions:

Write out the words comprising errors and explain them graphically.

Fill in the Table 1 with the examples from the text:

**Table 1.** Example for schoolchildren 1

Noun	Adjective	Verb	Pronoun	Adverb

2. The task is "to choose an aim of the lesson from the suggested sentences." 4th form.

The aim: to understand how to determine an aim of a lesson by a topic of the lesson.

Topic of the lesson is "infinitive verb form."

Choose a phrase from the proposed one that, in your opinion, is the aim of our lesson:

1) to define the verb.

2) I like to look for verbs in the text.

3) to understand how to identify the indefinite verb forms, to memorize the endings that the indefinite verb form may have.

3. The task "A blind table." 4th form.

A topic of the lesson is "predicate."

Description of the task: The schoolchildren are invited to recall everything that they have learned of the predicate at the previous lesson, fill in the table and to tell about the predicate looking at the filled table.

The proposals underline the grammatical basis. Tell us about the predicate by filling in Table 2:

**Table 2.** Example for schoolchildren 2

<i>Sentence</i>	<i>Question to the predicate</i>	<i>What is the predicate expressed by?</i>
Hate is a bad adviser.		
Folk tales about animals are quite educative.		
Birds busily walk around the rocks.		
Tale is a creation of a folklore.		

Table 3 shows dynamics of the results of teaching schoolchildren using a systematic approach for formation of educational and informative activity.

**Table 3.** Dynamics of the results of teaching schoolchildren using a systematic approach for formation of educational and informative activity

Form	2012-2013			2013-2014			2014-2015			2015-2016		
	Quantity	Success %	Quality,	Quantity	Success, %	Quality, %	Quantity	Success, %	Quality, %	Quantity	Success, %	Quality, %
The 1st form	31	93,8	61									
The 2nd form				30	95,2	73						
The 3rd form							30	97,8	78,5			
The 4th form										28	99,3	83

## Discussion and Conclusion

Formation of schoolchildren' motivation to learn is a prior goal of the education. In his book "Didactica Magna ("Great Didactic")", John Amos Comenius (1955) said that "alpha and omega of the school should be a search for and discovery of the method, in which teachers had to teach less, but schoolchildren had to learn more; there would be less stupefaction, labor in vain, but more leisure, joy and thorough success at schools".

Despite the fact that since formation of this educational problem four hundred years passed, during which many scientific studies on educational and informative activity, methods of its formation and activation were conducted and a package of educational technologies directed to improve general educational skills were developed, many students did not still have the entire set of important abilities and skills of rational study. The fact was repeatedly confirmed by both pedagogical practice and monitoring different levels of educational sphere, including international. The aforesaid can be confirmed by the results of PISA international assessment of educates' educational performance – 2000, 2003, 2006, 2009, 2012, 2015 (Herborn, Mustafic & Greiff, 2015).

Improvement of the educational process is determined by desire of the teachers to activate the educational and informative activity of the schoolchildren. In this regard, scholars argue the essence of activation of studying of the schoolchild is in organization of the educational activity, during which the schoolchild will get motivation to accumulate new knowledge independently (Alake-Tuenter, 2012).

Teaching practice shows that occurrence of the problem situation and realization thereof by the schoolchildren is possible upon study of almost each topic (Webster-Stratton & Reid, 2004; Sandford, 2015). Readiness of the schoolchild to start a problematic study is determined, above all, with his ability to see the problem assigned by the teacher, to formulate it, to find a solution and

to solve it by effective techniques. In view of analysis of psychological and pedagogical studies, one can conclude that the problem situation represents the difficulty, the use of new knowledge and actions (Krasnozhonova, 2013).

To sum up, a pattern of the schoolchild's educational and informative activity is a synthesis of educational, informative and cognitive activities; the synthesis is a content structure of the study, it is socially induced, has a management, takes place in specially established conditions, is determined by educational, disciplinary and developing functions.

A comprehensive approach to analysis of an elementary school educational process has enabled to describe the essential features of the teachings represented by the educational and informative activity of the schoolchildren.

The research revealed that after constant use of series of tasks, various methods and techniques of the developed system as proposed at the native language lessons, a level of formation of the informative actions of schoolchildren increased.

### Implications and Recommendations

The practical value of the study is that the proposed algorithm of improving educational and informative activity at native language lessons may be used by teachers as a way of organization of the current learning process. The submissions can serve as a basis of future investigations on educational and informative competence of schoolchildren.

### Disclosure statement

No potential conflict of interest was reported by the authors.

### Notes on contributors

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