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METHODOLOGICAL POTENTIAL OF USING DIGITAL DIDACTIC TOOLS IN PRIMARY SCHOOL ENGLISH LANGUAGE EDUCATION

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АННОТАЦИЯ:

This article examines the theoretical and methodological potential of using digital didactic tools in primary school English language education. In the context of the digital transformation of education, interactive platforms, multimedia resources, electronic dictionaries, educational games and digital assessment tools offer new opportunities for organizing language learning. Their purposeful application can support pupils' engagement, facilitate the presentation of linguistic content, provide opportunities for repeated practice and create conditions for the development of communicative competence. Particular attention is given to the age-related, cognitive and individual characteristics of young learners, which should determine the selection and pedagogical use of digital resources. The purpose of the study is to identify the didactic functions of digital tools in primary English language teaching, examine methodological approaches to their integration into classroom activities and formulate practical recommendations for teachers. The research is based on the analysis of relevant scholarly and methodological literature, comparative analysis, classification of digital resources, pedagogical generalization and methodological modelling.

The article considers interactive presentations, electronic vocabulary resources, audiovisual materials, educational games, online exercises, digital quizzes and virtual learning activities. Their potential contribution to vocabulary acquisition, pronunciation practice, listening comprehension, reading development and classroom interaction is discussed. A methodological framework is proposed in which digital tools are integrated into four interconnected stages: presentation of new language material, guided practice, communicative application and assessment of learning outcomes. The study emphasizes that the educational value of digital technologies does not depend merely on their novelty or technical complexity. Rather, their effectiveness is associated with clear learning objectives, age-appropriate content, instructional quality, accessibility and meaningful teacher guidance. The article also addresses potential challenges, including unequal access to devices and the internet, excessive screen exposure, distraction and the risk of replacing meaningful communication with mechanical interaction. It is argued that digital resources should complement, rather than replace, teacher-led instruction, interpersonal communication and traditional learning materials. The proposed methodological recommendations may support the development of more interactive, inclusive and learner-centred approaches to primary school English language education.

Introduction: The development of digital technologies has significantly influenced contemporary educational systems, including foreign language teaching. Digital resources are increasingly integrated into classroom instruction to improve the presentation of learning materials, facilitate communication, support independent practice and provide immediate feedback. In primary school education, the integration of digital didactic tools is particularly relevant because young learners often respond positively to visual, auditory and interactive forms of instruction. English language education at the primary level aims to establish the foundations of communicative competence. At this stage, pupils gradually develop the ability to understand familiar words and expressions, respond to simple

questions, participate in short dialogues, recognize basic written forms and express elementary ideas. Achieving these objectives requires teaching methods that correspond to children's cognitive development, attention span, interests and learning needs.

Digital didactic tools can support these objectives by presenting language material through images, sounds, animations, videos and interactive exercises. For example, an electronic vocabulary activity may combine a written word, its pronunciation and a corresponding image. Such integration provides several forms of information that can support the recognition and understanding of new vocabulary. Similarly, short audio recordings and interactive listening activities can expose pupils to different pronunciation patterns and help them develop basic listening comprehension skills. However, the presence of technology in a classroom does not automatically guarantee better learning outcomes. Digital resources should be selected according to their pedagogical purpose and integrated into a coherent lesson structure. An activity that is visually attractive but unrelated to the lesson objectives may distract learners rather than support their progress. Therefore, teachers need methodological knowledge that enables them to select appropriate resources, organize meaningful activities and evaluate pupils' learning.

The purpose of this article is to examine the methodological potential of digital didactic tools in primary school English language education and to identify practical approaches to their effective classroom application.

Literature review: The theoretical foundations of digital language learning are connected with research on second language acquisition, multimedia learning, educational technology and child-centred pedagogy. R.Mayer's cognitive theory of multimedia learning provides an important explanation of how learners process verbal and visual information. According to this approach, learning materials that combine words and relevant images can support understanding when information is presented in a carefully organized manner [1]. This theoretical perspective is particularly relevant to primary language education, where visual support can help pupils understand unfamiliar vocabulary and simple expressions. S.P.C.H. Hockly and G.Dudeney examine the integration of digital technologies into language teaching and emphasize the importance of selecting technologies according to educational objectives [2]. Their work suggests that technology should be used as a means of supporting language learning rather than as an independent goal of instruction.

L.Cameron highlights the specific characteristics of young language learners and the importance of creating meaningful, engaging and developmentally appropriate learning experiences [3]. Her approach provides a theoretical basis for using interactive tasks, visual materials and activities that encourage children to participate actively in the learning process.

S.Thornbury emphasizes that vocabulary development requires more than memorizing isolated words. Learners need opportunities to encounter vocabulary in different contexts, understand its meaning and practise using it in meaningful communication [4]. Digital

vocabulary games, interactive flashcards and electronic exercises can provide additional opportunities for such practice when they are designed appropriately.

J.Harmer discusses the importance of combining different teaching techniques and resources in English language lessons [5]. His methodological approach supports the integration of digital and traditional teaching materials according to the objectives of each lesson stage. Research on technology-enhanced language learning also demonstrates the importance of learner interaction, feedback and purposeful practice. M. Warschauer and R. Kern discuss the relationship between technology and language learning, highlighting the role of computer-mediated communication and meaningful interaction [6]. Their work provides a broader perspective on the use of digital environments for language development.

The Common European Framework of Reference for Languages emphasizes the development of communicative language abilities and the practical application of linguistic resources [7]. Although it is not specifically designed for primary education, its principles can guide the selection of digital tasks that promote meaningful language use rather than mechanical repetition.

Recent research on digital technology in education has also examined the conditions under which technology can support learning. UNESCO's Global Education Monitoring Report stresses that educational technology should be assessed in relation to educational objectives, accessibility, equity and the quality of teaching [8]. This perspective is important when considering digital resources in primary schools, where access to devices and internet connectivity may differ.

The reviewed literature indicates that digital tools have considerable potential in language education. Nevertheless, their effectiveness depends on the methodological principles guiding their selection, implementation and evaluation. This article therefore focuses on the pedagogical organization of digital resources within the specific context of primary school English language teaching.

Research materials and methods: The study is based on a theoretical and methodological analysis of digital didactic tools used in primary school English language education. Its methodological framework combines learner-centred instruction, communicative language teaching, multimedia learning principles and age-appropriate educational design. The research materials include scholarly publications on vocabulary acquisition, young learner pedagogy, multimedia learning, educational technology and foreign language teaching. Different categories of digital didactic resources were also examined, including interactive presentations, electronic flashcards, audiovisual materials, educational games, digital quizzes, online exercises and electronic dictionaries.

Several research methods were employed. The method of theoretical analysis was used to examine the main principles of digital language learning and the development of communicative competence. Comparative analysis helped identify the instructional

functions of different digital resources. Classification was applied to group digital tools according to their primary didactic purposes. Pedagogical generalization was used to identify common methodological principles, while methodological modelling helped develop a framework for integrating digital resources into English language lessons. For the purpose of the study, digital didactic tools were classified into four functional groups.

The first group consists of presentation tools, including interactive slides, animated illustrations, digital flashcards and short educational videos. These resources introduce new vocabulary, expressions and basic grammatical structures. The second group includes practice-oriented tools such as online matching exercises, digital word puzzles, pronunciation activities and interactive quizzes. Their main purpose is to reinforce previously introduced language material.

The third group comprises communication-oriented resources, including audio dialogues, digital storytelling activities, picture-based speaking tasks and simple collaborative projects. These tools create opportunities for pupils to use English in meaningful contexts.

The fourth group includes assessment and feedback tools, such as electronic tests, interactive questionnaires and digital progress-tracking activities. They help teachers identify learning difficulties and provide additional support. The analysis was conducted according to several methodological criteria: age appropriateness, linguistic accuracy, clarity of instructions, accessibility, opportunities for active participation, relevance to lesson objectives and potential for meaningful language practice. It should be noted that this article presents a theoretical and methodological study. No experimental sample, classroom intervention or statistical data were generated. The proposed framework is based on the synthesis of existing research and the pedagogical analysis of digital learning resources.

Research results:

The analysis identified several methodological opportunities for integrating digital didactic tools into primary school English language education. One of the main opportunities is the visual and audiovisual presentation of new vocabulary. Young learners may find it difficult to understand unfamiliar English words when they are presented only through written definitions or translation. Digital flashcards that combine images, written words and pronunciation recordings can provide a more accessible introduction to new vocabulary. For example, when teaching the topic "Animals", a teacher can use digital cards containing pictures of a lion, elephant, rabbit, monkey and giraffe. Each image can be connected with the corresponding written word and an audio recording. Pupils can listen to the pronunciation, repeat the word and identify the appropriate image. This activity connects visual recognition, listening and pronunciation practice. Another important methodological opportunity is the use of educational games. Digital games can create a learning environment in which pupils practise vocabulary through matching, categorizing, identifying and selecting activities. For example, a "Find the correct word" activity may present several pictures and ask pupils to select the corresponding English word. A "Word

categories" activity may require learners to classify words into groups such as food, animals, colours and school objects. The educational value of such games depends on their relationship with the lesson objectives. Games should not be included merely to entertain pupils. Each activity needs to reinforce a particular linguistic element or develop a specific learning skill. Digital audio and video materials also provide valuable opportunities for developing listening comprehension and pronunciation. Short recordings containing greetings, classroom instructions, everyday expressions and simple dialogues can expose pupils to authentic or carefully adapted English speech. Teachers may use these materials before, during or after listening activities. For example, pupils can listen to a short dialogue between two children introducing themselves. They may then complete a digital task by selecting the correct names, identifying familiar expressions or arranging the dialogue in the correct order. Such activities connect listening comprehension with vocabulary recognition and basic reading skills.

Digital storytelling is another useful method for primary language education. Stories containing illustrations, audio narration and simple written sentences can help pupils understand vocabulary through context. When learners encounter words repeatedly within a meaningful story, they can gradually understand how those words function in sentences. Teachers may also ask pupils to identify characters, describe pictures, complete missing words or retell the story using familiar expressions. The use of digital resources can also support the development of reading skills. Interactive texts with highlighted vocabulary, illustrations and short comprehension questions provide opportunities for pupils to connect written forms with meaning. Teachers can introduce short texts related to familiar topics such as family, school, hobbies, food and daily routines. Digital exercises can then be used to identify key words, match sentences with pictures and answer simple comprehension questions. Another important result of the analysis concerns the individualization of learning. Pupils in the same classroom may differ in vocabulary knowledge, pronunciation, reading ability and learning pace. Digital resources can offer different levels of difficulty and allow learners to repeat activities according to their needs. For example, pupils who experience difficulties with basic vocabulary can practise image-word matching, while more advanced learners can complete sentence-building or short writing tasks using the same vocabulary. Digital assessment tools also provide opportunities for formative evaluation. Short quizzes and interactive exercises can help teachers identify which words or expressions have been understood and which require additional practice. Immediate feedback can help pupils recognize mistakes and correct their responses. However, digital assessment should not be limited to selecting correct answers. Teachers should also evaluate whether pupils can use new vocabulary in oral communication and simple written tasks.

Based on the analysis, a four-stage methodological framework for using digital didactic tools was developed.

The first stage is digital presentation. New language material is introduced through images, audio, short videos or interactive presentations. The teacher provides clear explanations and ensures that pupils understand the meaning and pronunciation of new expressions. The second stage is guided digital practice. Pupils complete matching, classification, repetition, pronunciation and recognition activities. The teacher provides support and monitors the learning process.

The third stage is communicative application. Pupils use newly acquired vocabulary in short dialogues, picture descriptions, storytelling activities and collaborative tasks. At this stage, digital tools function as resources that support communication rather than replace it. The fourth stage is assessment and reflection. Teachers use short digital quizzes, oral responses and written activities to evaluate pupils' understanding. Learners may also identify which words they have learned and which expressions require further practice.

This framework emphasizes the gradual transition from recognition to independent language use. It also demonstrates that digital resources should be integrated into a coherent instructional sequence rather than used as separate technological activities.

Discussion: The findings of the theoretical analysis suggest that digital didactic tools can make an important contribution to the organization of primary school English language education. Their main methodological value lies in the possibility of combining different forms of information, creating interactive learning activities and providing additional opportunities for language practice. The use of visual and auditory resources is particularly relevant to young learners. Images, animations and audio recordings can help make unfamiliar vocabulary more understandable and provide contextual support. Nevertheless, teachers should avoid excessive visual stimulation. A digital resource containing too many animations, sounds or decorative elements may distract pupils from the intended learning objective. Another important issue concerns the balance between digital and traditional teaching methods. Digital resources should complement teacher explanations, printed materials, classroom interaction and practical language activities. They cannot fully replace the interpersonal communication that is essential for developing speaking and listening skills. For example, a digital dialogue activity may introduce useful expressions, but pupils still need opportunities to practise those expressions with classmates.

The methodological role of the teacher remains central. Teachers need to determine which digital resource is suitable for a particular lesson, how long it should be used and what learning outcome is expected. They should also monitor pupils' participation, provide explanations when necessary and adapt activities according to individual learning needs. The use of digital tools may also create certain challenges. Unequal access to computers, tablets and stable internet connections can limit the opportunities available to some pupils. Technical difficulties may interrupt classroom activities, while excessive screen exposure may negatively affect pupils' concentration and comfort. Therefore, digital activities should be carefully planned, appropriately timed and combined with non-digital learning

experiences. Accessibility is another important consideration. Digital materials should use readable fonts, clear audio, simple instructions and age-appropriate visual content. Teachers should consider pupils who may experience difficulties with certain technological interfaces or learning formats. Whenever possible, alternative printed materials should be available.

Data privacy and online safety must also be taken into account. Teachers and schools should select educational platforms responsibly, avoid unnecessary collection of pupils' personal information and follow relevant institutional policies. The use of digital tools in primary education requires not only technical competence but also awareness of ethical and safety considerations. The findings also highlight the importance of methodological integration. Digital resources are most useful when they form part of a planned learning sequence. A digital flashcard activity should be followed by opportunities to use the vocabulary in sentences or dialogues. Similarly, an online quiz should provide information that guides further instruction. This approach ensures that technology contributes to the development of language competence rather than becoming an isolated classroom activity.

Conclusion and practical recommendations: The study demonstrates that digital didactic tools offer significant methodological opportunities for improving primary school English language education. Interactive presentations, digital flashcards, audiovisual materials, educational games, electronic dictionaries and online assessment activities can support vocabulary acquisition, pronunciation practice, listening comprehension, reading development and classroom interaction. The main conclusion is that the effectiveness of digital tools depends on their purposeful integration into the educational process. Their use should be determined by the lesson objectives, pupils' age-related characteristics, linguistic needs and available technological conditions. Technology should serve the learning process rather than become an independent objective. Based on the analysis, several practical recommendations can be proposed.

First, teachers should select digital resources according to specific learning objectives. Each digital activity should have a clear pedagogical function, such as introducing vocabulary, practising pronunciation or developing listening comprehension.

Second, digital materials should be appropriate for the age and language level of primary school pupils. Instructions should be short and understandable, while images, sounds and interactive elements should support the learning content. Third, digital activities should be organized progressively. Pupils should first recognize and understand new language material, then practise it through guided exercises and finally use it in communicative activities.

Fourth, teachers should combine digital resources with traditional teaching materials and face-to-face interaction. Printed flashcards, classroom objects, board activities and pair work remain valuable elements of primary language education.

Fifth, teachers should use digital assessment tools as part of formative evaluation. The results of quizzes and interactive exercises should help identify learning difficulties and determine which language items require further practice.

Finally, teachers should continuously develop their digital and methodological competence. The successful use of educational technology requires the ability to evaluate digital resources, adapt them to learning objectives and create meaningful activities. In conclusion, digital didactic tools can serve as an effective component of primary school English language education when they are selected and implemented according to sound pedagogical principles. Their purposeful use can contribute to more interactive, accessible and learner-centred instruction, while supporting the gradual development of pupils' communicative competence.

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