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DEVELOPING PRIMARY SCHOOL STUDENTS' LEARNING SKILLS BY MEANS OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN ENGLISH LESSONS

Modern primary education is based on the principles of child-centrism and partnership pedagogy. Its goal is the comprehensive development of the child, his talents, abilities, competencies and cross-cutting skills in accordance with age and individual psychophysiological characteristics and needs, the formation of values, the development of independence, creativity and curiosity.[1]. One of the key results of primary education is the formation of students' ability to learn as a tool for personality-oriented learning, self-learning, and self-development in the information society. This approach resonates deeply with contemporary educational philosophies and the demands of a rapidly changing world.

As O. Savchenko notes, the ability to learn integrates the psychological and personal characteristics of the student with the content and activity bases of teaching. In its structure motivational, content, activity-based, control-evaluation, and reflexive-correctional components can be distinguished. Thus, the motivational component includes the student's attitude and desire to learn; content component – known and new knowledge, values, abilities, skills; activity-based component – ways to organize the performance of educational activities at different levels of complexity; control and evaluation component – self-testing and self-control of achievements, self-evaluation; reflexive-correctional – self-knowledge and self-awareness of their cognitive capabilities, the desire to improve them [2]. This education does not acquire sufficient development without purposeful special formation of each of its components.

The problem of formation and development of the ability of primary school students was analysed in the works of N. Bibik (in the context of students studying the integrated course “I explore the world”), O. Onoprienko (in the context of students studying mathematics), O. Savchenko (as a key didactic problem of primary education and in the context of students studying the subjects “Reading” and “Literary reading”), YA. Kodlyuk (as a procedural component of a modern textbook for primary schools). N. Basyuk, O. Bida, O. Vashulenko, I. Holubovska, O. Hordienko, O. Komar, N. Lystopad, V Martynenko, I. Osadchenko, V. Pidgurska, N. Rudnitska, V. Tanska, L. Khoruzha, T. Shanskova, O.Yankovych have further developed this issue.

At the same time, the issue of developing the ability of primary school students to learn in English lessons is not given much attention.

The purpose of the article is to reveal the didactic potential of information and communication technologies as a tool for developing the ability of primary school students to learn in English lessons.

Informatization and digitalization of education provides for the end-to-end involvement of information and communication technologies in the process of cognitive and educational activities of students from all educational branches of primary school. However, is the didactic and methodological support of foreign language education that has developed a solid digital component. So, modern English language textbooks are accompanied by electronic versions and applications that contain audio and multimedia support for the content of textbooks, didactic games, test tasks, etc. [3].

These materials have a significant motivational potential, they are interesting and intuitive for modern children aged 6-10 years. Digital test tasks can be used for rapid automatic diagnostics of the level of formation of subject (English language) competence of primary school students, as well as formative assessment of their achievements. With the use of digital didactic games, audio and multimedia materials, individualization and differentiation of the educational process in primary schools can be implemented [4:24].

We will focus on the students' ability to work independently with digital applications to textbooks. The interface of the vast majority of them is built in the form of a computer game or an e-book with hyperlinks to accompanying didactic materials. Such educational and game activities can include all types of speech practice: listening, speaking, reading and writing. It also contributes to the students' development of independence and endurance. Training with digital applications motivates them to learn, forms the skills and ability to independently perform exercises in English, provides students with the opportunity to choose the level of complexity of educational tasks, carry out self-testing, self-control of achievements, self-assessment and refine exercises, improve their own learning results. This has a developmental impact on students' ability to learn.

Innovative digital learning applications are developed using artificial intelligence. They allow you to automatically build the educational trajectory of students and adjust it depending on their intermediate achievements [5:115].

This is a crucial outcome of primary education. It involves teaching children not just facts and figures, but how to acquire, process, and use information effectively. Skills like critical thinking, problem-solving, and the ability to seek out and evaluate information become fundamental. This shift acknowledges that knowledge is continually growing and changing, and the ability to learn is more vital than ever. One of the key components of this perspective is the formation of students ability to learn. This is a crucial outcome of primary education. It involves teaching children not just facts and figures, but how to acquire, process, and use information effectively. Skills like critical thinking, problem-solving, and the ability to seek out and evaluate information become fundamental. This shift acknowledges that knowledge is continually growing and changing, and the ability to learn is more vital than ever.

Another component is personality-oriented learning. This concept emphasizes individualized learning approaches that cater to each student's unique needs, interests, and learning styles. It recognizes that students are not uniform in their abilities and that education should be adaptable to foster each child's potential. This approach can lead

to more engaged and motivated learners, as the education system acknowledges and supports their individuality.

Encouraging students to take charge of their learning journey is critical in an information society where lifelong learning has become a necessity. By fostering self-learning skills, education equips students with the ability to continuously develop and adapt their skills throughout their lives, which is essential in a world where the nature of work and the skills required are constantly evolving. [6].

Today's world is characterized by an unprecedented flow of information and rapid technological advancements. Educating students in this context means not only teaching them how to use current technologies but also preparing them for the adaptability required to navigate future technological changes. It involves a significant focus on digital literacy and the ethical use of information.

In general, the usage of information and communication technologies in foreign language education lessons has a significant didactic potential for the formation/development of subject and digital competencies of students, their media literacy and learning ability. The latter becomes of primary importance in the organization of the educational process under martial law in the country. It is the ability to learn that is the main factor in the success of learning in distance and mixed forms of organizing the educational process. It is crucial for students to effectively overcome educational losses and quickly catch up on missed educational material. When integrating ICT in English lessons, it's important to ensure that the technology is accessible to all students and that it complements rather than replaces traditional teaching methods. Additionally, balancing screen time with other activities is crucial, especially for younger learners. The goal should always be to enhance the learning experience and make it more interactive and engaging.

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