

*I. Vereshchak,  
Student,  
O. Zymovets,  
Senior Lecturer,  
Zhytomyr Ivan Franko State University*

## **THE DEVELOPMENT OF DIGITAL COMPETENCIES IN JUNIOR SCHOOLCHILDREN IN THE STUDY OF THE HUMANITIES**

The development of digital competencies in junior schoolchildren in the context of studying the Humanities is an important task in modern education.

**The significance** of this research is driven not only by the rapid development of digital technologies but also by the aspiration to equip the younger generation with competencies that will be a crucial factor for their success in the future.

Such scholars as Bykov V. [1], Blyzniuk T. [2], Gurzhii A., Zhaldak M., Kartashova L., Kachak T. [3], Luhovyi V., Morze N., Ovcharuk O., Spirin O., Topolnik Ya., Tryus Yu., and others have explored this issue. In particular, V. Bykov emphasized the importance of integrating information technologies into Ukrainian educational system, which will contribute to the innovative development of society as a whole. He considered the computerization of education and focused on the necessity of incorporating methods and means of information and communication technologies into the educational system, as well as creating a computer-oriented information and communication environment on this basis [1].

**The goal** of this research is to determine the impact of using digital technologies on the development of digital competencies in primary school students when studying the Humanities. Specific tasks include studying the influence of digital tools on critical thinking, engagement in learning, and the development of creative skills.

**Presenting main material.** Let us start by defining digital technologies as a discrete system based on methods of coding and transmitting information, which allows you to perform various tasks in the shortest time frames. The speed and versatility of this scheme have made IT technologies highly demanded [4].

The use of interactive online resources, virtual tours, and educational games allows teachers to find an individual approach to each student considering their characteristics, needs and learning pace, thereby promoting increased attention and deeper material assimilation.

Therefore, digital tools can transform and enhance the methods of teaching the Humanities. The following ways demonstrate this potential.

1. Flexibility for students and teachers is ensured through digital textbooks and online resources. Students gain access to current information, additional materials and interactive tasks. Teachers can quickly change or update materials and provide additional support through forums or online discussions.

2. The use of video and multimedia helps visualize complex concepts and processes, facilitating understanding. Video can be used to demonstrate cultural aspects, analyze literary works, illustrate physiological processes, and more.

Additionally, students can create their own video materials, such as presentations promoting their creative self-expression.

3. Digital tools enable the creation of virtual excursions, allowing students to explore museums, historical sites, or cultural landmarks, even if they are far away.

4. Digital tools facilitate the creation of virtual practical exercises, where students acquire specific skills or conduct research in a virtual environment.

5. To organize virtual classes, teachers can use web conferencing platforms such as Zoom or Google Meet, enabling interaction with students from any location and facilitating topic discussions.

6. Collaboration tools, social media accounts allow collaboration on projects, idea exchange ideas and joint problem-solving [2].

For example, while teaching foreign languages a teacher can use such digital tools as Voki [5] for creating short videos with animated avatars, Kahoot! [6] for conducting games and quizzes, Storyboard [7] for creating digital stories, Wizer me [8], Tools for Educators [9] for creating digital and printed worksheets, Hot Potatoes [10] for making various kinds of interactive tasks (gap-filling exercises, multiple-choice tests, crosswords, matching exercises, etc.), and many others.

However, digital technologies also pose certain problems and challenges. One of the main problems is the rational use of these technologies in teaching the Humanities. It is essential to find an optimal approach to combining traditional teaching methods with the latest technological achievements to ensure the maximum effectiveness of the learning process.

There is also a risk of excessive reliance on digital tools and remote communication, which may lead to a loss of interpersonal interaction and collaboration. The Humanities often involve discussions, debates, and interaction between students and teachers. The use of exclusively digital tools may limit opportunities for such interaction, fostering a more passive reception of knowledge. It is also important to remember the fundamental goals of humanitarian education, such as the development of analytical and critical skills.

**Conclusions.** In conclusion, it is worth mentioning that using digital tools in the study of the Humanities poses both challenges and opportunities for development. They make the learning process more flexible, accessible and effective, but questions arise regarding the loss of personal contact between the teacher and the student.

The application of digital technologies can lead to distance and alienation in the study of the Humanities, as the absence of physical contact limits opportunities for interaction, communication, and the development of interpersonal skills. However, digital tools also hold the potential to enhance the teaching of the Humanities by expanding access to resources, research, and knowledge promoting collaboration and collective work, facilitating text analysis and supporting active student participation.

The prospects for the future digitizing the humanitarian education are promising. Personalized learning, the use of artificial intelligence, immersive technologies, global collaboration, and the development of future skills are just a few aspects that can expand the possibilities of the humanitarian education. Therefore, our future research work will focus on the developing the criteria of selecting digital tools for teaching the Humanities in primary school and their practical usage in the educational process.

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