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THE USE OF ONLINE PLATFORMS AND APPLICATIONS IN THE ENGLISH LANGUAGE LESSONS OF THE NEW UKRAINIAN SCHOOL

The rapid digitalization of Ukrainian education and the nationwide implementation of the New Ukrainian School (NUS) concept have fundamentally transformed the approaches used in English language teaching. NUS prioritizes competence-based learning, partnership pedagogy, student autonomy, and the development of 21st-century skills; therefore, technology becomes not an optional enhancement but a structural component of the modern English classroom. Online platforms and digital applications facilitate a transition from traditional teacher-centred instruction toward interactive, multimodal and student-oriented learning environments. They allow teachers to personalize instruction, integrate authentic materials, foster collaborative tasks and support both synchronous and asynchronous learning. International and Ukrainian research in Computer-Assisted Language Learning (CALL) confirms that strategically integrated digital tools can improve students' motivation, participation and overall language acquisition, particularly when technology is embedded into methodologically grounded lesson designs rather than used sporadically [1; 2].

The purpose of the article is to provide a comprehensive analysis of the pedagogical value, possibilities and limitations of online platforms and applications in English language lessons within the New Ukrainian School. Special emphasis is placed on how such tools support the formation of key competencies defined by NUS standards—communication, collaboration, digital literacy, creativity, and the ability to learn autonomously. The article examines the ways in which digital interactive environments reshape English teaching practices in primary and lower-secondary grades, helping learners engage in meaningful communication, develop lexical and grammatical skills, participate in formative assessment procedures and expand their learning beyond the classroom.

The research highlights that contemporary English lessons in Ukrainian schools commonly utilize a range of digital tools that support both instructional delivery and classroom management. Learning management systems such as Google Classroom and Moodle enable teachers to organise materials, provide instructions, assign differentiated tasks and maintain transparent communication with learners and parents. National digital resources, including the All-Ukrainian Online School platform, expand access to quality instructional content and align learning activities with NUS curricula and state standards. Additionally, modern English classrooms actively apply interactive applications such as Kahoot, Quizlet, LearningApps and Wordwall, which help gamify vocabulary and grammar practice, strengthen memorisation through spaced repetition and provide immediate feedback to learners [6]. Collaborative platforms such as Padlet and Jamboard provide shared digital spaces for group writing, brainstorming and

project-based activities, supporting core NUS principles of cooperation and active learning. Videoconferencing tools such as Zoom, Google Meet and Microsoft Teams have become especially important in blended and distance learning formats, allowing teachers to conduct interactive speaking sessions, virtual discussions and real-time collaborative tasks [1].

Recent empirical research demonstrates that the systematic use of mobile and online platforms enhances the effectiveness of English lessons in several ways. First, digital tools increase learners' motivation by incorporating elements of gamification, competition, achievement badges and personalised learning pathways. Second, they provide multimodal learning opportunities—audio, video, text, images and interactive simulations—which improve the acquisition of new vocabulary and the development of listening and reading skills. Third, online applications promote learner autonomy: by enabling self-paced study, vocabulary revision through apps, and engagement with English outside formal lessons, students develop the ability to manage their own learning and set personal goals [1; 3]. Smartphone-assisted language learning research indicates that students appreciate the convenience and flexibility of mobile applications, reporting higher levels of engagement; however, their effectiveness depends significantly on meaningful tasks, scaffolding and the teacher's ability to integrate them into coherent methodological frameworks [3]. At the national level, efforts by the British Council and Ukrainian institutions offer professional development programs that enhance teacher digital competence and equip educators with methodological knowledge for selecting appropriate online tools in NUS English classrooms [4; 5]. These initiatives help teachers adapt to the increased technological demands of contemporary education.

Despite the clear benefits, the implementation of online platforms in English language lessons faces several structural and pedagogical challenges. One major constraint is the variation in teachers' preparedness for using CALL tools; many educators express uncertainty about integrating specific applications into the NUS curriculum or aligning digital tasks with lesson objectives. Another difficulty involves unequal access to technology among students, particularly in rural areas or economically disadvantaged communities, which creates digital inequality and may limit participation in digital learning activities. Additional challenges include risks of cognitive overload caused by excessive screen time, insufficient methodological training on how to design digital tasks that promote communicative competence, and the tendency to substitute pedagogical intention with the novelty of a tool. Research also highlights that without a balanced approach, students may focus on game mechanics rather than language outcomes, making teacher moderation and clear task design essential [2; 3].

The article argues that the successful use of online platforms and applications in NUS English lessons depends on thoughtful methodological integration rather than the quantity or novelty of tools. Effective technology-enhanced instruction requires selecting tools according to learning goals, designing communicative and task-based activities, balancing online and offline work, and ensuring ongoing professional development for teachers. When these conditions are met, online applications can significantly enrich English language teaching by supporting formative assessment,

facilitating differentiated instruction, encouraging active participation and enabling students to engage with English in authentic, meaningful ways. In conclusion, the integration of digital platforms within the New Ukrainian School framework has strong potential to transform English lessons into dynamic, collaborative and competence-oriented learning environments. Technology, supported by clear pedagogy, becomes a catalyst for developing communicative competence, digital literacy, intercultural awareness and readiness for lifelong learning—core skills that Ukrainian students need in a globalised world.

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