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FORMATION OF ENGLISH COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOL PUPILS BY MEANS OF NEW INTERACTIVE TECHNOLOGIES

The modern educational paradigm increasingly emphasizes the development of key competences that enable pupils to successfully function in a multilingual and multicultural world. Among these, communicative competence in a foreign language occupies a central position, as it integrates linguistic, sociolinguistic, pragmatic, and intercultural components. This competence not only ensures effective communication but also contributes to the formation of learners' global awareness, intercultural sensitivity, and readiness for lifelong learning.

In primary education, the formation of English communicative competence should be based on activity-oriented and interactive approaches that promote meaningful engagement with the language. Young learners acquire language most effectively when they are actively involved in communicative situations rather than passively receiving information. Interactive technologies, therefore, play a crucial role in creating dynamic learning environments that foster participation, collaboration, and creative self-expression.

The purpose of this article is to analyze the role of interactive technologies in the development of English communicative competence among primary school pupils and to identify effective methods and digital tools that enhance motivation, ensure active language practice, and support modern educational goals. Particular attention is paid to the integration of digital and interactive resources within the framework of competence-based education.

According to researchers such as Hockly (2019) [1], as well as Dudeney and Pegrum (2022) [2], the use of interactive tools—including digital games, web-based platforms, virtual classrooms, and collaborative applications—significantly increases pupils' motivation and supports differentiated learning. These technologies stimulate language production, encourage peer interaction, and foster the development of critical and creative thinking. Ukrainian scholars, in particular Koval [3] (2021), Puchta (2020) [5], and Morze and Smyrnova-Trybulska (2022) [4], likewise emphasize that the integration of ICT and interactive methods into foreign language teaching contributes to the development of pupils' communicative, social, and digital competences. In this context, the teacher's role is transformed from that of a transmitter of knowledge into a facilitator and organizer of communicative situations.

The New Ukrainian School (NUS) represents a comprehensive reform aimed at transforming education into a learner-centered and competence-oriented system. Its key priorities include the development of creativity, critical thinking, communication, collaboration, and social responsibility. Within this framework, foreign language

education is recognized as a vital component of pupils' personal development and their ability to participate effectively in a globalized society [6].

Learning English in primary school is of particular importance, as it lays the foundation for the development of communicative and intercultural competence. Early exposure to a foreign language enhances memory, stimulates cognitive processes, and fosters curiosity about other cultures. Moreover, it contributes to the development of tolerance, empathy, and openness to diversity. Therefore, the use of interactive, engaging, and age-appropriate teaching methods is essential for ensuring both cognitive and emotional involvement of learners.

Contemporary research highlights the significant impact of digital technologies on language learning. Interactive tools such as educational platforms, online quizzes, games, and collaborative applications not only increase pupils' motivation but also facilitate differentiated instruction and personalized learning trajectories. These technologies support the development of digital literacy alongside language competence and encourage active language production in authentic contexts [2].

In addition, scholars emphasize that digital tools enhance learner autonomy by providing opportunities for independent practice and immediate feedback. The integration of such technologies allows teachers to adapt learning materials to pupils' individual needs and learning styles, thereby increasing the effectiveness of instruction.

Ukrainian researchers also underline the importance of integrating ICT and interactive methods into foreign language teaching. The use of such approaches contributes to the development of communicative, social, and digital competences, while simultaneously transforming the role of the teacher from a transmitter of knowledge to a facilitator of learning processes [4]. Furthermore, interactive teaching strategies—such as games, role-plays, and project-based learning—significantly enhance pupils' engagement, motivation, and cognitive activity [3].

Within a learner-centered and task-based framework, interactive technologies serve as tools for modeling real-life communicative situations. Pupils are actively involved in discussions, simulations, and collaborative projects, which promote the development of all four language skills: speaking, listening, reading, and writing. These activities provide meaningful and context-rich opportunities for language use, helping learners develop communicative confidence and fluency.

Moreover, the integration of interactive technologies strengthens the emotional component of learning, which is particularly important for younger pupils. Game-based learning, storytelling, and creative digital tasks make the learning process more engaging and enjoyable. Such methods reduce anxiety, lower the affective filter, and encourage learners to participate more actively in communication. Activities like digital storytelling, interactive quizzes, and role-playing dialogues help pupils overcome speaking barriers and develop confidence in using the language.

An important advantage of interactive technologies is their ability to foster collaborative learning. Working in pairs or small groups on shared tasks promotes the development of social skills, teamwork, and mutual support. At the same time, pupils learn to express their opinions, listen to others, and negotiate meaning in communication, which further enhances their communicative competence.

The expected outcome of this study is to identify effective methodological strategies that support the integration of interactive technologies into English language teaching in primary school. These findings can be used to develop practical recommendations, teaching materials, and methodological guidelines for educators.

In conclusion, the effective use of interactive technologies in primary school English teaching creates a favorable environment for communication, cooperation, and creativity. It contributes not only to the development of communicative competence but also to the formation of critical thinking, digital literacy, and social skills. Ultimately, such an approach ensures the successful implementation of the principles of the New Ukrainian School and prepares pupils for active participation in a globalized world and lifelong learning.

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