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THE FORMATION OF PROFESSIONAL COMPETENCES BY MEANS OF MODERN TECHNOLOGIES OF PRIMARY SCHOOL CHILDREN AT THE ENGLISH LANGUAGE LESSONS

The formation of professional competences in primary school children is one of the key tasks of modern education. It provides pupils with the opportunity to develop practical skills and apply knowledge in a variety of contexts, which forms the basis for future professional readiness and personal development. In addition, the rapid development of technology and the growing integration of digital learning tools into the school curriculum emphasize the importance of English language proficiency. These changes require students not only to understand digital content but also to communicate confidently in an international environment.

Scientists such as T. Cybaniuk and O. Kraiova emphasized that digital tools have long been a feature of education, particularly language education [1]. Many modern studies in the field of English language teaching focus on the integration of modern technologies to enhance learning outcomes. T. Cybaniuk and O. Kraiova investigated the use of digital tools in teaching English for specific purposes. However, research devoted to the formation of professional competences in primary school children through modern technologies in English lessons remains limited. Therefore, the need for specially developed pedagogical strategies and technological tools that contribute to the development of professional competences in young learners during English lessons remains highly relevant.

The purpose of the article is to identify the key pedagogical conditions and effective approaches to developing professional competences in primary school pupils through the use of modern technologies in English language lessons. The study also examines methods and digital tools that promote the development of learners' practical skills, simulate real-life situations, and support autonomous and effective foreign language learning.

Professional competences in primary school learners include critical thinking, problem-solving, creativity, collaboration, digital literacy, and responsible communication. These skills develop in English lessons when students engage in real-life tasks such as creating presentations, working on projects, or communicating online. Modern technologies enhance learning by providing interactive tools, gamified exercises, and collaborative platforms that enable pupils to practice these competences in meaningful, engaging ways, preparing them for lifelong learning and future professional success.

According to the Law of Ukraine "On Education" and, accordingly, the Concept of the "New Ukrainian School" (NUS), a significant part of the competences that students must acquire are directly related to innovative technologies in the educational process [2]. The integration of modern technologies into the educational process plays a decisive role in shaping the competences that primary school children are expected to develop in accordance with contemporary educational standards. In this regard, I fully agree with the view that modern education requires the active and purposeful use of innovative technologies, as they enhance learners' engagement, strengthen motivation, and foster meaningful cognitive activity. The use of technological resources in English language lessons enables children to connect new linguistic knowledge with practical tasks, explore information through interactive formats, and apply learning strategies that reflect real professional practices. These tools allow young pupils to interact with multimedia materials, collaborate in digital environments, and experiment with language in contexts that resemble authentic communication. Such experiences foster the development of essential skills, including critical thinking, creativity, and the ability to navigate the information space—competences increasingly recognized as fundamental for both personal and professional growth. Engaging in technology-supported tasks that integrate elements from various subjects allows learners to broaden their understanding of the world and transfer knowledge across disciplines.

Thanks to various online platforms and resources, children and youth spend a significant portion of their time online [3]. This tendency reflects the realities of modern life and reinforces the idea that technology can and should be deliberately incorporated into the educational process to support the development of professional competences in primary school learners. Since pupils are already familiar with digital environments, integrating these tools into English language lessons not only increases engagement and motivation but also allows teachers to create meaningful connections between everyday digital practices and academic learning.

Online technologies provide diverse opportunities for personalized, interactive, and collaborative learning, which can be effectively used to develop professional competences in primary school children. Platforms such as Duolingo, British Council LearnEnglish Kids, Lingokids, Quizlet, Kahoot, ClassDojo, Google Classroom, Edmodo, BrainPOP, and LearningApps offer multimedia exercises, gamified tasks, quizzes, virtual flashcards, and communication tools that make language practice dynamic and enjoyable. In addition, digital tools like Canva, Padlet, Scratch, Book Creator, Flipgrid, and Seesaw enable students to create digital stories, design simple projects, record oral presentations, and participate in collaborative problem-solving activities. These activities help pupils develop creativity, critical thinking, teamwork, digital literacy, and responsible online behavior—all essential skills for future professional and academic success.

Various teaching methods can be applied alongside these tools to maximize their effectiveness. Project-based learning allows pupils to collaborate on assignments, such as creating interactive presentations or digital stories, which fosters problem-solving skills and teamwork. Gamification techniques make learning engaging while reinforcing

cognitive abilities and digital literacy. Blended learning, combining face-to-face instruction with online exercises, encourages independent learning and personal responsibility. Digital storytelling, multimedia projects, interactive simulations, and virtual field trips provide authentic contexts for language use and allow pupils to integrate knowledge from different subjects, such as science, mathematics, or history. Video content and online discussion forums further enhance comprehension, analytical thinking, and communication skills.

By systematically integrating these platforms, tools, and methods, teachers can create meaningful learning experiences in which students not only acquire linguistic competence but also develop professional competences such as creativity, collaboration, critical thinking, digital literacy, and responsible online behavior. This approach ensures that technology is not just an auxiliary tool but a central component in preparing young learners for the demands of a technology-driven world.

In conclusion, the formation of professional competences in primary school pupils is a key objective of modern education, particularly in the context of digital transformation and globalization. The integration of modern technologies into English language teaching creates effective conditions for developing essential skills such as critical thinking, creativity, collaboration, digital literacy, and communicative competence. The use of interactive tools, combined with learner-centered approaches—including project-based learning, gamification, and blended learning—enhances pupils' motivation, engagement, and ability to apply language knowledge in meaningful and practical contexts.

At the same time, the effective development of these competences requires the systematic implementation of appropriate pedagogical conditions, including the purposeful use of digital resources, the creation of a supportive and interactive learning environment, and the adaptation of teaching strategies to pupils' individual needs. In this process, the teacher plays a crucial role as a facilitator of communication and cognitive development. Therefore, modern technologies should be regarded as an integral component of English language teaching in primary school, contributing to learners' holistic development and preparing them for lifelong learning and future professional activity.

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