

and their integration into the modern labor market, which is characterized by a high level of dynamics and the need for effective interaction between specialists of different profiles. The article examines the theoretical foundations of social-communicative competence, including its definition, structure, and main components. The authors emphasize the importance of developing cognitive, emotional, behavioral aspects of this competence and the ability to effectively interact in a team, resolve conflicts, adapt to changes and use communication skills to achieve professional goals. Further, the article analyzes methodological approaches to the formation and development of social-communicative competence among students of technical specialties, including interactive learning methods, project activities, group work, debates and research projects. Special attention is paid to the role of reflection and introspection as tools for deep learning of social and communicative skills. The importance of practical experience that students receive through participation in real research and innovation projects is emphasized, complementing this with an emphasis on the need to involve students in interdisciplinary projects that contribute to the development of universal communicative competences.

The final part of the article emphasizes that the formation of social and communicative competence is an important component of the complex training of future specialists in technological specialties, which contributes to their professional development, increasing competitiveness in the labor market and the ability to effectively adapt and innovate in modern conditions.

**Key words:** domestic experience, competence formation, social-communicative competence, future technology specialists, research activity.

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## TEACHING ENGLISH GRAMMAR IN PRIMARY SCHOOL USING GAMIFIED ONLINE PLATFORMS

European integration processes in Ukraine require an individual to have a high level of foreign language skills. This leads to actualization of the problem of effective foreign language learning in educational institutions. According to the Concept of the New Ukrainian School, a graduate of a general secondary education institution should have developed foreign language communicative competence, and the level of English language proficiency should correspond to level B1 (independent user: threshold) of the Common European Framework of Reference for Languages. This leads to the fact that the issue of learning a foreign language from an early age is becoming more and more significant. The peculiarities of learning grammar as one of the most difficult aspects of the English language in primary school are considered in the article, the English grammatical competence is characterized, the age characteristics of primary school children are analysed, which must be taken into account in the process of learning a foreign language. The structure of grammatical competence for primary school students is determined, which includes: grammatical knowledge (meaning and forms), grammatical skills in speech (receptive – for listening and reading in order to understand the structure of the language, reproductive – for oral and written expression of speech acts from the point of view of correct application of language structures in speech), information about grammar.

The aim of the article is to study and analyse gamified online resources for teaching English grammar in primary school. The lack of all primary school students in Ukraine the opportunity to attend lessons offline, and the need to adapt to distance learning, requires foreign language teachers to use a variety of additional resources to effectively organize the learning process, both in class and at any time convenient for students.

The study examines and provides examples of the usage of such gamified online resources as Baamboozle, LearningApps and Wordwall, which enable the teacher to motivate students to study and implement a person-oriented approach.

**Key words:** primary school, New Ukrainian school, foreign language communicative competence, grammatical foreign language competence, Baamboozle, LearningApps, Wordwall, gamification, online platforms.

(статтю подано мовою оригіналу)

The Concept of the New Ukrainian School (NUS) defines a number of tasks, the most important of which are the all-round development of the personality of the school student, as well as the formation of key competencies, particularly foreign language communicative competence. Its implementation at NUS is provided by linguistic and socio-cultural experience, coordinated with the age capabilities of primary school students. Considering this, in the modern educational space there is a problem of studying and implementing modern advanced methods, as well as the use of effective forms and methods of teaching, including teaching English in primary school.

Therefore, the need to adapt lessons to modern requirements, take into account the individual characteristics of students and use interactive technologies becomes urgent. In addition, due to recent events in Ukraine, distance learning is becoming more widespread. There is a problem of effective learning of English in primary grades in the absence of direct contact with teachers and a significant reduction in opportunities for interaction between students. Distance learning limits the possibilities of using traditional methods and requires the introduction of interactive online tools that can help better learn the material and arouse curiosity in students.

Thus, the solution to this problem is achieved thanks to the combination of traditional and innovative approaches to teaching grammar in English lessons in primary school, the implementation of specialized programs and interactive platforms for distance learning of younger schoolchildren in order to successfully learn English online, support

high-quality communication between teachers and students, as well as in order to activate the educational process.

Research on the implementation of modern technologies for effective teaching of the English language in primary grades is carried out by both scientific institutions and universities, as well as pedagogical practices. Scientific interest in this problem is shown by Ukrainian and foreign scientists and experts in the field of pedagogy, psychology of learning, linguistics, learning technologies and other areas of science.

In the research of I. Miroshnyk, methodical recommendations are given for the formation of English grammatical competence of primary school students, taking into account the stages of their assimilation of English grammatical material [5]. Bogachyk M. identified the main principles of choosing modern methods of teaching English in primary school, considered the game method, dramatization, the method of full physical reaction, the project method [3]. Researchers O. Bezkorovaina and G. Pavlyuk highlight the issue of introducing innovative technologies for remote learning of foreign languages in primary school [1].

**The purpose of the article** is to review, study and analyse gamified online resources for teaching English grammar in primary school.

The "New Ukrainian School" concept defines important principles and goals for the development of the education system in Ukraine as a whole and in primary school in particular. According to NUS, the purpose of primary education is the deep and comprehensive development of the child's personality, taking into account his individual characteristics and needs, the formation of general cultural values, key competencies and necessary skills for successful continuation of education and life in modern society [6].

In addition, the State Standard of Primary Education also notes key competencies, such as: fluency in the state language; the ability to communicate in native (if different from the state) and foreign languages; mathematical competence; competence in the field of natural sciences, engineering and technology; innovativeness; environmental competence; information and communication competence; lifelong learning; civic and social competences; cultural competence; entrepreneurship and financial literacy [7].

In both regulatory documents, the ability to communicate in a foreign language is one of the main competencies that must be developed by graduates of a general secondary education institution. The development of this competence of students in primary school includes not only learning the rules of grammar and vocabulary, but also contributes to the development of communication skills, intercultural understanding and general cultural competence. Therefore, the educational program is designed to form students' foreign language communicative competence, which is the ability to communicate in English as a second language, understand a text, conduct dialogues and use a foreign language for various communicative situations. This includes mastery of vocabulary, grammatical structures, reading, writing, speaking and listening skills. In most cases, the formation of intercultural communication skills and abilities is implemented precisely in foreign language classes, since the foreign language course in primary school allows students immerse in the culture, traditions, and customs of another people through mastering the language, learn the language as the main means of communication, prepare for interaction with a foreign partner. Thus, foreign language competence in the context of the New Ukrainian School supports the development of students in the global world, where mastery of a foreign language becomes a key element of successful international communication and career [2].

Researchers attribute the following elements to the structure of foreign language communicative competence: linguistic (grammatical, linguistic) competence; speech (pragmatic, strategic, discursive) competence; sociocultural (sociolinguistic, linguistic and country studies) competence [4].

Grammatical competence is important for our research, as one of the most difficult aspects of learning English. Learning grammar at the initial stage provides students with a solid foundation for further learning the language at more complex levels. It helps build understanding of the language apparatus, learn basic language concepts, and helps students express themselves clearly and clearly using correct language forms.

By grammatical competence, we understand the student's ability to correctly grammaticalize their oral and written statements and understand the grammatical formatting of the interlocutor's speech. The main components of grammatical competence are: grammatical knowledge, grammatical skills and grammatical awareness [4].

The goal of forming the grammatical competence of primary school students is to master both grammatical knowledge (meaning and forms) and grammatical skills in speech: receptive for listening and reading in order to understand the structure of the language, as well as reproductive for oral and written expression of speech acts from the point of view of correct the use of language structures in speech, as well as information about grammar. An effective and optimal way to master a foreign language is mastering the knowledge of grammar, which is systematically studied and used in the process of language learning. Grammatical knowledge is understood as a planned, prepared and structured grammatical base that the student must master during language learning [4].

In order for the teaching to be more effective, it is important for the teachers to take into account the peculiarities of the development of the younger student. The primary school age period is characterized by the development of key mental processes, such as perception, thinking, speech, attention, memory, which gradually acquire a distinctive character, become conscious and free. This is a transitional period when the child combines the features of preschool age and the characteristics of a schoolchild. These characteristics manifest through complex and contradictory combinations in her behaviour and consciousness. As in any transitional state, primary school age has hidden development opportunities that are significant to recognize and develop in time [10].

Younger schoolchildren continue to demonstrate the need for active play and motor activity. They prefer active games and cannot stay still for a long time. Younger schoolchildren also show a need for external impressions.

Children have new needs: acquiring new knowledge, accurately fulfilling the teacher's requirements, coming to school on time with completed tasks, striving to receive positive feedback from adults (especially teachers), fulfilling a certain social role.

Emotionality of perception is mainly observed in the cognitive activity of a primary school student. Imagery is also manifested in their thinking, as they tend to take the literal meaning of words, imagining specific images.

In the emotional life of children of this age, the emphasis changes from positive emotions of joy to more focused on learning and school. For younger students, it is important that they receive praise from adults for their academic achievements. Emotions of fear are also essential in their development, as certain fears can affect their behaviour and character.

Summarizing, we can say that children of primary school age are characterized by: interest in the external world, mythological complexity of the representation (mixing of real and imaginary based on unlimited fantasy and emotional perception), extensive development of feelings and imagination, naive subjectivism and centrism, gradual transition from unconsciousness to consciousness in the reproduction of imitative actions [10].

Studying grammar in primary school is a very serious and long-term process that requires a lot of attention from the teacher and the use of various methods and teaching tools. It is also necessary to take into account the systematicity of materials, the sequence of presentation of topics, each time deepening knowledge [3].

Using a game approach during this period, aimed at using games and fun activities to teach grammar rules, will help students better remember grammar rules and use them in practical situations.

Visual materials help better navigate the grammatical material. The use of pictures, tables, diagrams to visualize grammatical concepts or self-made production increases the level of memorization of information.

It is important that in the teaching of grammar in primary school, there are enough practical exercises that help students apply the learned rules in written and spoken language. Also, it is necessary to take into account the individual characteristics of students when studying grammar, aimed at optimal learning of the material.

That is why, the study of grammar in the primary school should be carried out using various approaches aimed at effective assimilation of language norms and structures by children. Grammar can be learned through various language games, role-plays and improvisations, which will make the learning process more interesting and memorization easier for children. The use of video materials, audio recordings, interactive exercises on the computer helps to make the process of learning grammar exciting and accessible for children, as well as to take into account their individual characteristics, provided that additional tasks are prepared to develop weaknesses or expand knowledge for students with a lot of experience [8].

In our study, we will review platforms such as *Baamboozle* [11], *LearningApps* [12] and *Wordwall* [13].

1. *Baamboozle* is a platform for creating and using online quizzes. It allows users to create their own quiz games with questions and tasks on any topic. Users can add images, edit questions and answer options. Also, the platform has a large selection of ready-made exercises that teachers can use.

*Baamboozle* offers interactive gameplay where players can answer questions and earn points. This interaction makes learning process more interesting and exciting. With the help of the platform, the teacher has the opportunity to share his created games with other users or use ready-made games from other authors. This platform can be an effective tool for learning and testing knowledge in a classroom environment or at home.

An example of an interactive game on the *Baamboozle* platform to practice the topic “have got / has got” in primary school:

*Game “Have got/Has got Quiz”*

*Rules of the game:* students are divided into two teams, take turns choosing a card with a task and try to complete the sentence with the correct form of the verb “have got”. If the answer is correct, the team receives a certain number of points. If the answer is wrong, the points are reduced. The team with the most points wins the game (Fig. 1–2).

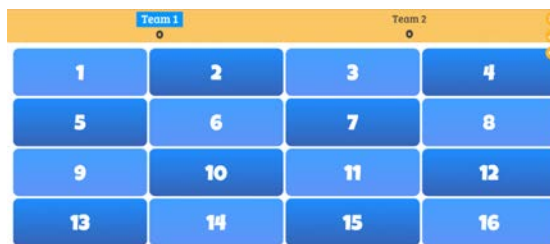


Fig. 1. “Have got/Has got Quiz” prepared using the Baamboozle platform

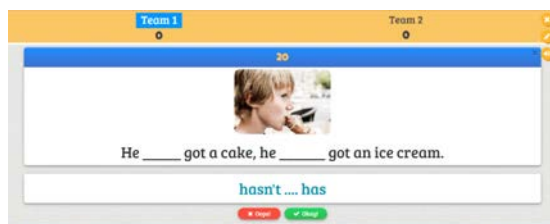


Fig. 2. “Have got/Has got Quiz” prepared using the Baamboozle platform

This game will help students consolidate grammar structures and teach how to use them in practical situations through an interactive and engaging process.

2. *LearningApps.org* is an online platform that enables teachers and students to create and use interactive learning exercises. The main goal of the platform is to facilitate the learning process and provide diverse, exciting ways for students to learn new material.

The platform makes it possible to create a variety of interactive exercises such as tests, crosswords, dictionaries, puzzles, etc., to increase the interest and effectiveness of learning.

The platform contains numerous ready-made exercises that can be used directly in the educational process.

An example of the game “*Who Wants to Be a Millionaire?*” for primary school on the topic verb “to be”.

*Rules of the game:* Students choose a question for which they can receive a different number of points, depending on the difficulty of the question, choose an answer and receive their points. Whoever gets the highest points wins (Fig. 3).



Fig. 3. The game “*Who Wants to Be a Millionaire?*”, created using the *LearningApps.org* platform

The game helps to work out the topic of using the verb “to be” both in the classroom or in an online lesson, and as homework.

*LearningApps.org* allows users to create exercises that can be accessed on different devices such as computers, smartphones, or tablets.

Users have the opportunity to share their created exercises with other teachers and students, which contributes to the exchange of experience and improving the quality of education. The platform is free for users, making it available for use in educational institutions and self-study. *LearningApps.org* is a useful tool for creating and using interactive exercises that help to understand and remember material, as well as develop students' skills in various fields of knowledge.

3. *Wordwall* is a platform for creating games and learning activities for educational purposes. This platform offers many games: from crosswords, interactive exercises and puzzles to mathematical tasks and other formats that allow users to create interesting and pedagogically effective tasks. The platform has a native interface that allows teachers to effortlessly create their own learning cards, group tasks or games, as well as use those already created in the community.

*Wordwall* allows using created materials on a virtual or multimedia board, as well as delegate them to students for independent work on computers or tablets. The platform enables teachers to track student progress, analyse their results, and respond to the individual needs of each student.

An example of an interactive game on the *Wordwall* platform to learn articles “a/an” and “the”.

*Game “Find the Correct Article”*

*Rules of the game:* The teacher needs to create a game on the *Wordwall*, where a noun will be given at each stage. Students must choose the correct article (“a/an” or “the”) for this noun. If the answer is correct, the student receives a certain number of points. The player with the most points wins the game (Fig. 4–5).



Fig. 4. “*Find the Correct Article*” game, created using the *Wordwall* platform





Fig. 5. "Find the Correct Article" game, created using the Wordwall platform

This game will help students practice the topic of the articles “a/an” and “the” in English through an interactive and exciting way, making the learning process more effective and interesting.

**Conclusions.** Therefore, the teaching of a foreign language in primary school is aimed at the formation of foreign language communicative competence in students, which is considered as knowledge, skills and abilities necessary for understanding other people's and own programs of speech behaviour, adequate to the goals, spheres, situations of communication. Foreign language communicative competence is divided into linguistic (grammatical, linguistic) and sociocultural (sociolinguistic, linguistic and country studies) competences. One of the most difficult to develop is grammatical competence, which is important for effective communication in a foreign language. When forming the grammatical competence of primary school students, the teacher must take into account the age characteristics of children: their curiosity, instability of attention, the need to constantly change the type of activity, quick fatigue and use various means and forms of work in lessons, such as: game approach, visual materials, repetition and step-by-step introduction of the material, a large number of practical exercises, individualized approach, connection with real life.

In our research, online platforms *Baamboozle*, *LearningApps.org* and *Wordwall* were analysed, which allows effective teaching of grammar in primary school, increase students' motivation and interest in learning, and allow practising grammar material not only in class but also at home.

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**Хаджинова І. В., Нетреба М. М., Годорожа А. А., Канченко К. В. Навчання граматики англійської мови у початковій школі за допомогою гейміфікованих онлайн-платформ.**

Євроінтеграційні процеси в Україні вимагають від особистості володіння іноземною мовою на високому рівні. Це призводить до актуалізації проблеми ефективного вивчення іноземної мови в закладах освіти. За Концепцією Нової української школи у випускника закладу загальної середньої освіти повинна бути сформована іншомовна комунікативна компетентність, а рівень володіння англійської мови відповідати рівню В1 (незалежний користувач: рубіжний) Загальноєвропейських Рекомендацій з мовної освіти. Це призводить до того, що проблема вивчення іноземної мови з раннього віку стає все більш значущою. У статті розглянуто особливості навчання граматики як одного з найскладніших аспектів англійської мови у початковій школі, схарактеризовано англо-мовну граматичну компетентність, проаналізовано вікові особливості дітей молодшого шкільного віку, які необхідно враховувати в процесі навчання іноземної мови. Визначена структура граматичної компетентності для учнів початкової школи до якої належать: граматичні знання (значення та форм), граматичні навички у мовленні (рецептивні – для аудіювання та читання з метою розуміння будови мови, репродуктивні – для усного та писемного вираження мовленнєвих дій з точки зору правильного застосування мовних структур у мовленні), відомості про граматику.

Метою статті є вивчення та аналіз гейміфікованих онлайн-ресурсів для навчання граматики англійської мови в початковій школі, оскільки відсутність у всіх учнів в Україні можливості відвідувати уроки офлайн, та необхідність прилаштовуватися до дистанційного навчання, вимагає від учителів іноземних мов використання різноманітних додаткових ресурсів для ефективної організації процесу навчання як на уроках, так і у будь-який зручний для учнів час.

У дослідженні розглянуто та наведено приклади використання таких гейміфікованих онлайн-ресурсів як *Baamboozle*, *LearningApps* та *Wordwall*, які дають можливість вчителю мотивувати учнів до навчання та реалізувати особистісно орієнтований підхід.

**Ключові слова:** початкова школа, нова українська школа, іншомовна комунікативна компетентність, граматична іншомовна компетентність, *Baamboozle*, *LearningApps*, *Wordwall*, гейміфікація, онлайн-платформи.