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Improving the speech-communicative competence of future elementary school teachers in the context of digitalisation the higher pedagogical education in Ukraine

Abstract. The relevance of the study is stipulated by the growing need to train future primary school teachers who are able to effectively use language and communication skills in the context of digitalisation of education. Given the challenges of modern pedagogical practice in Ukraine, it is important to explore approaches to improving language competence in order to facilitate teachers' adaptation to digital technologies and ensure quality education in the context of rapid changes in the information space. The aim of the study was to conduct a detailed analysis of the peculiarities of forming the linguistic and communicative competence of future primary school teachers, taking into account the current state and potential of the digital sector in Ukraine, as well as the introduction of modern virtual technologies. The study used a number of psychological and pedagogical scientific methods, such as analysis, synthesis, comparison, classification, systematisation and generalisation of information contained in scientific and educational literature on the chosen topic. Based on the generalisation of scientific works, the author proposed a definition of the concept of "linguistic and communicative competence of a future primary school teacher". The features of the digital transformation of higher pedagogical education are determined on the basis of an analysis of the experience of foreign countries (Great Britain, Estonia). The main problems of digitalisation and digital transformation of vocational teacher education in Ukraine were described. The introduction of online training of future primary school teachers was actualised, in particular in the context of improving their linguistic and communicative competence. The article revealed the peculiarities of using a number of educational digital services and platforms (G-suit for Education, Moodle, Classcraft, Learningapps, Coursera, Prometheus and EdEra, etc.) in the context of improving the language and communication competence of future primary school teachers in Ukraine. The results of the study can be used to improve the curricula in pedagogical universities of Ukraine and to improve the quality of teacher training

Keywords: primary school teacher; ethical competence; online educational platforms; psychological and pedagogical training; digital services

INTRODUCTION

Ukrainian higher pedagogical education requires updating and modernising the content of linguistic training of future elementary school teachers and forming their communicative competence in the education process. The relevance of this question is underscored by the fact that the elementary school teachers are standing at the sources of

formation of the younger generation, promote the development of ethical, cultural, and aesthetic values, help to learn and explore the environment and develop the national identity of Ukrainians. However, the quarantine restrictions and imposition of martial law forced the Ukrainian educational community to keenly feel the other side of

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academic interaction, where live communication and eye contact of the teacher with students was replaced by virtual interaction. Thus, active discussion of actual issues in professional and pedagogical training in lectures and seminars, scientific conferences, and the passing of pedagogical practice have all moved to a digital format. On the one hand, these processes create new opportunities for developing all subjects of education cooperation and, on the other, give rise to numerous complications and unique educational and pedagogical challenges.

The improving speech-communicative competence for future elementary school teachers within the context of digitalisation in Ukrainian higher education has gained increasing importance in recent years. Digital tools and technologies, such as augmented reality and interactive platforms, are now considered essential for fostering pedagogical innovation and enhancing teacher competence. According to recent studies, integrating digital tools into educational practices enables teachers to develop a broader range of communicative skills, including critical thinking, problem-solving, and interactive engagement (Tulkuniy, 2020).

As digitalisation reshapes the educational landscape, it also provides unique opportunities for the development of communicative competence. Research shows that the use of digital platforms in teacher preparation programs helps develop key communication skills by enabling more flexible learning environments and encouraging collaborative work (Tulkuniy, 2020). Specifically, the integration of technologies like digital content creation and augmented reality not only enhances content delivery but also engages students more effectively in learning processes, thus improving their ability to communicate and interact in diverse educational contexts. Furthermore, scholars emphasise the role of digital competence in teacher education, which includes the ability to effectively use digital tools for communication, collaboration, and content delivery. This suggests that, alongside traditional teaching methods, digital technologies are becoming indispensable for future educators, particularly in developing speech-communicative skills that are crucial for effective teaching and fostering student engagement. Thus, understanding how digitalisation influences communicative competence is essential for shaping teacher training in Ukraine (Castañeda & Villar-Onrubia, 2023; Franchuk *et al.*, 2024).

The relevance of these and other issues, considering the current state and potential of the digital sector in Ukraine, has determined the choice of our research topic and purpose. Thus, the purpose of the article was to conduct a detailed analysis of the peculiarities of the process of speech-communicative competence of future elementary school teachers, taking into account the implementation of modern virtual technologies.

MATERIALS AND METHODS

At the first stage of the research, the focus was on exploring the theoretical and practical foundations for forming

and improving the speech-communicative competence of future elementary school teachers. The study employed a range of theoretical scientific methods, including analysis, synthesis, comparison, classification, systematisation, and generalisation of information sourced from scientific and educational literature. These methods were instrumental in comprehensively understanding the key concepts, principles, and frameworks that define speech-communicative competence in the context of teacher preparation programs. The method of analysis was used to deconstruct complex theoretical constructs into their essential components, providing clarity on the various aspects of speech-communicative competence. Synthesis was then applied to integrate these elements into coherent models, facilitating a more holistic understanding of how these competencies are developed and enhanced. Through comparison, the researcher evaluated different theoretical perspectives, identifying both commonalities and distinctions in existing approaches to developing speech-communicative skills.

Classification and systematisation were employed to organise the wealth of information into logical categories and structures, making it easier to identify relationships between various concepts and principles. This structured approach enabled the researcher to establish a clear framework for understanding the theoretical and practical aspects of speech-communicative competence. Finally, generalisation allowed the extraction of broader trends and universal principles that could inform teacher education practices in diverse contexts. The second stage of the study shifted its focus to the digital transformation of improving speech-communicative competence among future elementary school teachers. At this stage, the same set of theoretical methods was applied, ensuring a consistent and rigorous methodological approach. Analysis was used to examine how digital tools and technologies influence the development of speech-communicative skills, while synthesis integrated these findings into comprehensive theoretical insights.

Comparison was crucial for evaluating the effectiveness of various digital strategies, highlighting innovative approaches and best practices in using technology for teacher training. Classification and systematisation allowed the researcher to categorise and structure information about digital resources and methodologies, creating a systematic understanding of their application in education. Generalisation was used to identify overarching patterns and trends, contributing to a deeper understanding of the role of digital transformation in enhancing speech-communicative competence. By applying these theoretical methods, the research provided a detailed exploration of both the traditional and digital approaches to improving speech-communicative competence. This comprehensive analysis laid the groundwork for practical recommendations aimed at integrating innovative, technology-based solutions into teacher training programs.

RESULTS AND DISCUSSION

The crucial goal of the modern higher pedagogical school in Ukraine is to train a new generation of professionals who would be highly qualified, media literate, language-competent, mobile, creative, and highly moral people who strive for continuous self-development and self-improvement. In this sense, the development of future elementary school teachers' professional communication skills, and the culture of speech, thinking, and behavior following the characteristics of professional activity is significant. This tendency leads to increased attention to improving the speech-communicative competence of the future specialist. In order to correctly and impartially interpret the conceptual and terminological apparatus of this scientific article, it is possible to appeal to the etymology of the basic concepts of the research.

First, it is essential to note that in the contemporary scientific world, there is a wide range of interpretations of this phenomenon. I. Potiuk (2012) states that communicative competence is the ability to understand and reproduce language not only at the phonological, lexical, grammatical, and local knowledge and speech skills level but also by the various goals and specifics of the communication situation. Other Ukrainian linguists I. Kochan & N. Zakhliupana (2005) think that communicative competence is the ability to understand others and create their utterances of different types, styles, and genres of speech, using verbal and nonverbal means, which involve mastering oral and written communication.

O. Pometun (2004) notes that the professional competence of teachers has formed in the training process and must contain the knowledge, skills, attitudes, and experience of individual behaviors. Also, scientists think that speech-communicative competence consists of a person's ability to communicate in different types of speech activities according to the set of communicative tasks, understand, interpret and generate their statements". In this sense, it is possible to consider it necessary to distinguish between terms such as: *language competence* (is the understanding of the language system and the ability to use it for understanding the speech of others, expressing their opinions orally or in writing); *speech-communicative competence* (the ability to use language as a means of communication in its various areas and different situations); *linguistic and methodical competence* (skill of using the language for professional purposes, to teach the younger generation languages).

Thus, by summarising the scientific concepts of researchers and taking them as a basis, it is possible to formulate the author's view on the *speech-communicative competence of future elementary school teachers* as the ability to be fluent in the Ukrainian language, use linguistic and ethical formulas, professional use of language styles and genres under the actual conditions of professional interaction. In addition, the future teacher should have the skills to perceive, analyse and use information, assess the communicative situation, quickly and effectively make decisions and plan communicative actions with all subjects

of educational cooperation. In this sense, the future elementary school teacher must have a rich vocabulary and speech culture, express one's opinions freely, think critically, analyse, synthesise, classify and evaluate events, navigate the large flow of information, and choose from it the main. Speech-communicative competence is a structural phenomenon that contains specific values, motives, attitudes, socio-psychological stereotypes, knowledge, skills, and abilities. Contemporary Ukrainian scientist Yu. Yatsiuk (2021) defines the following structure of speech-communicative competence of a teacher, which contains: communicative qualities that characterise the presence and development of communicative abilities; possession of initiative in communication, ability to emotionally respond to the state of communication partners, ability to self-activation; knowledge of norms and rules of communication, ethical standards of the pedagogical activity, aesthetic and moral values, cultural traditions, age, intellectual and other characteristics and use of this knowledge in the process of communication; ability to listen and speak (speech culture).

The much broader structural characteristic of the studied phenomenon is found in the Common European Framework of Reference for Languages: Learning, Teaching, Evaluation (2003), which highlights the linguistic, sociolinguistic, and pragmatic components. Each component must allow the specifics of a specialty and contain a set of components (competencies). Thus, the linguistic component of speech-communicative competence characterises "lexical, phonological, syntactic knowledge and skills and other parameters of language as a system regardless of the sociolinguistic significance of its variants and the pragmatic functions of its implementation" (Common European Framework..., 2003). While working on improving this component, students should deepen language knowledge (theoretical information about the language, structure of the language system, rules, and regulations), expand the vocabulary and accuracy of its use, and the ability to correlate language with the purpose and conditions of communication, to understand the use of synonyms, homonyms, and paronyms, etc (Horoshkina, 2012).

The sociolinguistic component "applies to the socio-cultural conditions of language use, which involves mastering socio-ethical conventions (rules of courtesy, norms which regulate the relations between generations, sexes, classes, and social groups)" (Common European Framework..., 2003), cultural-historical and national-linguistic environment of the region, conscious attitude to language as a value. The pragmatic component is related to the practical use of linguistic means: the production of language functions, acts of speech, etc (Common European Framework..., 2003). This component involves the formation of future elementary school teachers' ability and willingness to effectively communicate with all subjects of educational cooperation per the professional conditions and variety of situations. The proper level of speech-communicative competence of future specialists is a holistic,

integral quality of personality. The components are dynamically combined, thus making it possible to perform a specific task and professional responsibilities competently. While the speech of an elementary school teacher is one of the main tools of psychological, pedagogical, and educational influence, it is determined by the level of one's communicative qualities. Therefore, it performs the set of the following functions: *communicative* (responsible for establishing and regulating educational relationships); *psychological* (contributes to the creation of conditions to ensure the psychological freedom of all participants in educational cooperation, the manifestation of their identity); *cognitive* (provides a whole perception of educational information, the formation of students' personal, emotional, and value attitude to learning); *organisational* (helps to rationally organise future elementary school teachers' educational and practical activities) (Yatsiuk, 2021).

While considering these functions, it is essential to note that, in the context of improving the speech-communicative competence of future elementary school teachers in the context of digitalisation of education, a lecturer's speech is one of the primary means of organising virtual learning. Therefore, the oral speech of a teacher of pedagogical higher education should consort with the specific pedagogical situation and take into account such properties of sound speech as timbre, volume, tempo rhythm, modulation of the teacher's voice, intonation, "body language" (gestures, facial expressions, looks), lecture style, etc. Evidence-based confirmation of represented opinion is found in V. German (2018), who notes that non-verbal means provide 60 to 80% of communication. The process of communication is 55-65% non-verbal (7% are verbal (words and phrases), 38% – are vocal (intonation, tone of voice, other sounds), and most information (55%) is transmitted nonverbally). Through these tools, students get the necessary educational information, form their pedagogical worldview, the desire to realise future professional activity, and more. It is possible to characterise some elements of the speaker's sound speech, which are worth paying attention to improve the speech-communicative competence of future elementary school teachers.

The *clear proclamation of the text* plays an essential role in students' perception of educational content. It is known that human speech is most expressive in everyday life or informal conversation; that is why the lecturer should try to transfer one's eloquence to the lectures. According to O. Prokhorenko-Duchenko (2015), unique expression is achieved due to intonations, changes in rhythm, spectacular pauses, construction of expressions, changes in pitch and timbre of the voice, etc. However, it is critically important that any expression is natural, so theatricality and artificiality in speech should be avoided.

A pause is one clear sound that influences the lecturer's listeners. Pauses are divided into breathing (in order to gain air), logic (to reflect the structure of the lecture and punctuation), and psychological (to draw the attention of students or prepare them for a certain crucial point).

Psychological pauses are often used during the transition from one thought to another or to emphasise a thought. Nevertheless, the lecturer should avoid unjustified pauses that complicate the perception of words.

The correct perception of the teacher's speech depends on the *tempo of its utterance* (the speed at which sounds, syllables, or words are pronounced per unit time). If the lecturer chooses too fast or too slow a tempo, there is a high probability that students will stop listening to him. Modern scholars note (Prokhorenko-Duchenko, 2015) that when a speaker speaks too fast, communicators lose the essence of the conversation. However, if too slow – the communicator is ahead in the perception of information, and the effect is the same: interest in words is lost. It is recommended to pronounce the most important parts of the lecture at a slower tempo and provide secondary information faster. For convenience, the teacher can mark the speed of proclamation of certain parts of speech in the text of a lecture.

It is also worth thinking about the *timbre of the voice*, which is individual, like a pattern of skin on the fingers. It helps to identify different voices by hearing (Prokhorenko-Duchenko, 2015). If necessary, one can learn to change the timbre to beautify the speech, draw the listeners' attention to some aspects of the speech, outline important nuances of communication, and more. Thus, the process of improving the speech-communicative competence of future elementary school teachers should take place in the context of new requirements. This scientific phenomenon can be considered a critical educational and professional competence, which should include practical work on the voice, diction, intonation, volume, timbre, and tempo of speech. Such professional and pedagogical activity will help students master the skills and abilities to organise and conduct educational interactions in future activities professionally. The current stage of Ukrainian education is characterised by the intensification of large-scale transformations caused by changing the knowledge and information paradigm and the active involvement of educational systems in global processes of information and technologicalising. Thus, the digital transformation of Ukrainian education is an inevitable process, which leads to the need for rapid and scientifically based changes in the content and methods of professional and pedagogical training.

A professional organisation to improve the speech-communicative competence of future elementary school teachers is impossible without the modern advances in information and communication technologies. The current situation of the educational sphere in Ukraine is complicated not only by the consequences of the COVID-2019 epidemic but also by the imposition of martial law, which provides the organisation of the educational process in extreme conditions. Therefore, using digital technologies in the context of professional teacher training in Ukraine is the only solution to outlined problems.

The development of digital education in Ukraine is one of the main areas of the Digital Agenda for Europe (2017).

These tendencies create a fertile background for implementing e-learning and IT technologies practically. According to the WEF-2017 “Global Report on Information Technology”, WEF Networked Readiness Index (NRI) describes Ukraine as a state in which the NRI allows to estimate driving factors and consequences of achievement of a certain degree of network readiness and mobilisation of digital technologies (Zhernovnykova, 2018). Therefore, the digitisation of higher pedagogical education involves creating detailed information and an educational environment in which the teacher becomes the coordinator of online platforms and academic trajectories. However, the main problem of implementation of Ukrainian state policy in stimulating the development of digital technology in education is fragmented, lack of systematic succession and completeness, which requires further development of mechanisms for its implementation.

Among the challenges mentioned above, the need for digitalisation of education is highlighted: “becoming the main trend of our time and radically transforming the essential characteristics of educational processes, because it is impossible to stay out of digital transformation” (Berbeniuk, 2019). In this regard, an essential task for higher pedagogical establishment is an acceleration of involvement in the digital transformation processes of future teachers’ training and the need to organise e-learning. *E-learning* is defined as “distance learning, supported and stimulated through information and communication technologies (ICT)” (Tsidylo, 2011). The process of E-learning in terms of higher education environments is based on the learning management system (LMS) – “learning management systems used for the development, management, and distribution of online training materials on software sharing, are placed in an educational environment” (Vakaliuk, 2016). Therefore, the relevant question is to analyse theoretical and practical research in the digitalisation of higher pedagogical education.

Paying tribute to mentioned works, it is possible to note that the problem of organising the process of improving the speech-communicative competence of future elementary school teachers in the digitalisation of Ukrainian education is not illuminated and needs revision. It is possible to make a statement that quite helpful is the experience of foreign countries in which digitalisation and informatisation of education, including pedagogical vocational teaching, were introduced much earlier and had rapid development than in Ukraine. In particular, according to BBC News (2014), in Great Britain, in 2015, the mandatory study of programming and information technology for children aged 5 to 16 was introduced. That is, public policy in education has long made significant efforts to shape the digital literacy of its citizens, starting from elementary school.

In the countries of the European Union in 2014, The Education Development Strategy was adopted, which envisages the transition to digital technologies by 2020. The primary reason for such a tendency was seen in the significant achievements in the area of information and

communication technologies and the desire to integrate them into the activities of educational institutions. As remarked by the modern Ukrainian scientists A.M. Chaika & V.M. Shyshak (2021), quite interesting is the Estonian experience in which all social processes, including education, are digitised, and the country, the results of PISA, in 2018 entered the top ten most prosperous countries (PISA 2018: Estonia..., 2020). In Estonia, in 2008, eKool – an information system containing all the data related to the study process, in which the interaction of educational participants (students, parents, teachers, and administration). In this system, one can enter / view grades, keep/view attendance records, post, and complete homework, evaluate student behavior, and communicate with each other.

The process of digitising the educational environment in Ukraine is currently in a state of development. Nowadays, with organised online access to educational information and various courses, there is an opportunity to learn using online sources to integrate various educational materials industries and quickly acquire the required additional knowledge (Chaika & Shyshak, 2021). However, with the beginning of the pandemic in Ukraine in 2020, the main issue was the organisation of quality educational services in the distance format. Since February 2022, with the introduction of martial law in Ukraine, the problem has become even more urgent. Any process of building something new, like digitisation and digital transformation of Education in Ukraine, has several problems. In particular (Chaika & Shyshak, 2021):

- limited number of high-quality Ukrainian professionally-oriented digital content: in the online space is much information, but it often is not scientific scrutiny and demands thorough inspection;

- high costs of personal resources: mastering the features of working with online services takes a long time. The profession of an elementary school teacher is quite versatile because, in addition to organising educational work, one should be able to communicate with parents and the closest family environment of pupils, conduct educational activities, establish cooperation with other participants in educational interaction, and all this one should be able to do offline and online;

- orientation of virtual professional education on the content of education and some extent leveling the need for speech-communicative development of future teachers: the transition to digital communication and learning has led to the need to spend much more time (online classes, searching for new information, doing the practical tasks, examination assessment, etc.), which significantly changes the vectors of professional education from active-communicative educational cooperation to the passive perception of professional content;

- lack of systematic legal, regulatory framework, and educational materials on digitising high pedagogical education. Although the digital transformation of the public areas started long ago, Education in Ukraine has taken only the first steps toward its implementation. This thesis

is confirmed by the fact that the online teaching materials are mainly amateur and not scientific.

Despite these difficulties, the introduction of online training for elementary school teachers, particularly in improving their speech-communicative competence, creates favorable conditions for solving several significant professional and educational problems. First of all, it is essential to provide an open access to a variety of educational resources; obtaining special education in a convenient form; intensification of professional education; developing of creative and intellectual abilities of students by employing virtual educational resources; data exchange, communication activities based on shared interests, mainly educational and professional, etc (Smyrnova-Trybulska, 2007).

Among the large variety of available specialised online systems management education and educational content, higher educational institutions in Ukraine use different LMS systems (Learning Management Systems) and LCMS systems (Learning Content Management Systems). In particular, Poltava National V. Korolenko Pedagogical University uses complex services Digital G-suit for Education (since 2021, renamed Google Workspace for Education) and Moodle. It is possible to characterize the possibilities of its implementation in improving the speech-communicative competence of future elementary school teachers.

G-suit for education provides diversified opportunities for digital services (Gmail, Drive, Classroom, Google Meet, Jamboard, Google Sites, etc.). These options have significant advantages, while feint compared to other virtual E-environments: increasing the level of information security; the possibility of centralised generation of accounts for students and educators, determining the rights to use existing cloud services, etc.; increasing the number of available online services appropriate for remote interaction between participants in educational activities, in particular; empowerment of virtual services: Google Drive has no restrictions on disk space; Google Sites places the developed resources in the domain of the educational institution; Google Forms used to conduct computer-based testing is only available to users from the university's domain; Google Meet offers video calling, etc (Hrabovskiy, 2021).

Highlight the main ways of implementing G-suit for Education digital services in line with current study. Thus, *Google Classroom* should be used to implement asynchronous remote interaction between teachers and students. This service allows one to perform a wide range of educational operations: post general information on the subject and features of the organisation of joint work (names of topics, number of hours, forms of work, deadlines, etc.); add additional educational content (videos or links on relevant Internet resources, samples of finished students works, etc.); publish general announcements and student assessments; conduct group surveys, final testing (using Google Forms) with the ability to import the received grades; organise a synchronous mode of remote interaction with students through integrated into each classroom constant link to Google Meet, etc.

On the Google-drive, each course contains all necessary materials saved in Google Docs: lectures, guidelines for laboratory work and independent work, the question for ultimate control, and samples of student work. During the course, students get acquainted with all the teaching materials, which have a speech-communicative and pedagogical direction: creating infographics on a particular theme (using cloud services Piktochart, Google Charts, Canva, etc.); preparing educational web-quests (mainly through Scratch service) or smart maps for mind-mapping technology (in group and individual forms), developing e-portfolios (using web-application Google Sites) and others.

Virtual service Google Sites can be used as a virtual diary, forum, electronic students' portfolio, course portfolio, and others. Thus, a convenient option for implementing this application in the educational process of higher educational establishments is developing an electronic teaching textbook with speech-communicative issues. These e-manuals should contain all necessary materials to improve the speech-communicative competence of future elementary school teachers, namely multimedia lectures (created with the help of online services Canva or Google Slides), guidelines for practical classes and students' independent work, questions for final control and useful links to videos (posted on YouTube).

Using these services sufficiently facilitates the perception of teaching and learning material, increases students' interest in disciplines, and optimises the preparation and implementation of practical tasks. Google Calendar helps organise and plan the educational work. Using the capabilities of this service allows one to plan interactions with students and helps create an environment for joint educational activities through the publication of webinar schedules, deadlines for tasks, reminders about important dates, etc. In the context of improving the speech-communicative competence of future elementary school teachers, an essential role in the implementation of online services G-suit for Education is attributed to the following educational objectives: to evaluate and prove the truth or falsity of statements, conclusions, judgments, and conclusions classmates during educational online chat; to develop an example of online teacher interviews, reporting the exciting facts that motivate students to study a particular topic; to develop a problematic communicative situation with options for its solution and present it in the online test format; to develop an example of an educational conversation with students; to develop a conversation-explanation: what teachers' mistakes in communication are rude and not rude (in the form of infographics).

Another cloud environment that can effectively coordinate educational interaction in a high pedagogical establishment is *Moodle* (Modular Object-Oriented Dynamic Learning Environment). Moodle includes a variety of educational elements (so-called "modules") that provide dialogue and cooperation between teachers and students (What is Moodle, 2022). Just as a G-suit for Education, in Moodle, teachers can choose any modules, post them on

the site, edit, update, and use them for information, learning, and student assessment. The platform allows the use of the forums, monitoring the students' activities, contains an easy-to-use electronic journal of grades, and provides convenient content management tools and various forms of organisation of classes. Distance courses can contain different elements: lectures, practical assignments, chat, and more. It is possible to use text, presentations, spreadsheets, charts, graphics, videos, links on the internet, files, and other supporting materials. According to the results of the student task, the teacher can assess and give comments. The learning management system of Moodle has many features that facilitate the evaluation of students' knowledge. Control of knowledge is in the system using a single module that offers many types of tests allowing re-testing with permission of the teacher, the ability to protect against cheating by randomization for a test organisation database of questions for use in tests. Therefore, the online platform Moodle has enhanced interactivity among participants in the educational process, helping the organisation as successful distance education students. Possible formats of implementing the digital system of Moodle, in the context of speech-communicative issues, maybe such educational objectives for future elementary school teachers:

- ▶ to develop the content of the heuristic conversation in the form of an online questionnaire and suggest different ways to solve the problem situation;
- ▶ to develop an algorithm to perform a behavior of the teacher in the form of infographics, based on the analysis of the communicative activity of a person (after watching a video history);
- ▶ to develop options for wording issues in the form educational forum preceding the study of new material;
- ▶ to simulate the communicative situation in the form of an online token, with proper and improper behavior of teachers;
- ▶ to simulate the problem situation and solve it during online classes;
- ▶ to develop the content of online group discussions during which participants could have the opportunity to express, justify and convince of the correctness of their own opinion.

Based on current global trends, pedagogically appropriate is to use gamification's educational and scientific potential. Gamification allows a gradual immersion of students in the learning, provides measurable feedback, and provides dynamic adjustment of verbal behaviour (Sharples *et al.*, 2002). According to data from the journal *Forbes*, gamification is one of the five major trends in modern education and has tremendous potential in the organisation of the educational space (Levyn, 2012). In compliance with the work "Moving learning games forward" by E. Klopfer *et al.* (2009), which was done at MIT, online games in educational institutions should be used as follows: the themed games that contain knowledge of a particular course. For example, students gain some knowledge on the subject "Ethics and psychology of teacher communication"

by playing a game, where they can test their knowledge through game practice; the game simulations should be used to test some pedagogical communication rules, analyse the practical situation, and put thought experiments. For example, students receive a systematic understanding of ethical and speech challenges of the elementary school teachers in distance learning, playing games, they can learn how to solve them; the game platform to create something new (like a specific model of teaching situation). For example, students create a visualisation of specific teaching situations with different behaviors of teachers and students. This format helps to develop the skills of teamwork, leadership, communication, management, etc.

Here are examples of online gaming platforms where teachers can create online educational games for future elementary school teachers to develop their speech-communicative competence. One of the almost free gaming platforms is *Classcraft*. It is a command-role online game with modern graphics and great educational functionality. Its interface can be configured in English or French (but using the automatic translation application Google, the platform can be adapted in Ukrainian). Each player chooses a character (magician, warrior, sorcerer) while studying a particular topic and can unite in teams and compete with other players. All educational and developmental processes are transferred to the game environment; each student's education and personal successes and failures are inevitably reflected in one's character and the ranking of different types of points. The positive aspect is that *Classcraft* allows one to integrate all Google applications (including Google Classroom), which can be an excellent motivator for the professional training of future elementary school teachers, improving their digital and speech-communicative competence. Another great free multilingual online games designer is *Learning apps*. Using it to create interactive game tasks from any discipline, select a template and enter its tasks. Combining individual blocks can create interactive tasks for students through quizzes, puzzles, games, races, timelines, interactive images, and more. Also, collaborative teachers and students are available for group chats, polls, calendars, notes, and message boards (Nalyvaiko, 2022). Thus, gamification is an interactive method of modern educational teacher training, allowing students to act in different roles (scientist, inventor, teacher, parent, or pupil), set goals, make choices, and assess consequences. This format enables the sense of freedom of choice, that is, the ability to influence the situation in both virtual and natural pedagogical environments. Another effective way for future elementary school teachers to train in the digitalisation of study is by using different learning platforms to improve speech and communication skills, self-education, and self-development (Platforms for improving..., 2022). It pertains to:

Coursera – is an online platform with more than two thousand courses from more than 180 specializations at four educational levels. Some courses have Ukrainian subtitles. In case of successful completion of each course, the user receives a certificate. During the study, students must

review the lectures sent to them every week, read recommended articles and do homework. From the standpoint of improving the speech-communicative competence of students, the high rate of interest is attributed to the following courses, which can be taken for free: “Transmedia storytelling: Narrative worlds, emerging technologies, and global audiences,” “The language of design: form and meaning”, “Intellectual humility: Theory”, “Know thyself – the value and limits of self-knowledge: The unconscious” and others.

Prometheus – is a Ukrainian free online education platform that includes courses with themed video lectures, interactive tasks, and a forum where students can ask teachers and communicate. Successful course completion allows one to get an electronic certificate verifying acquired knowledge. From the standpoint of this research, it is essential to pay attention to the following educational courses: “Information hygiene. How to recognise lies on social networks, on the internet and television”, “Think differently: break the barriers to learning and discover your hidden potential”, “Successful teaching – simple recipes for everyday life”, “Secrets of successful school directors”, “Culture of tolerance: how to build a society comfortable for all”, “Scientific communication in the digital age”, “How to plan and conduct dialogue effectively,” “Dialogue and mediation: The road to understanding,” “Learning science: What has to know every teacher?”, “Media literacy for educators”, etc.

EdEra – is a free educational project that aims to study Ukraine's quality and affordability. Each lecture (short videos, questions, and challenges for better absorption of the material) attached accompanying material – a compendium of illustrations and explanations. Each week, students complete homework and pass an exam at the end of the course. After successful passing of final control, the students receive a certificate. In the context of speech-communicative development of future elementary school teachers is the expedient passage of such courses on this digital platform: “Online course for elementary school teachers”, “Online course for teachers and school leaders about the distance learning”, “About school for teachers”, “Ukrainian language. From phonetics to morphology”, “Elementary school teachers work with children with special needs”, “Faktchek: trust-verify”, “Key skills of the 21st century” and others.

Thus, the critical role of professional training of future elementary school teachers, particularly in improving their speech-communicative competence, occupies the digital online technologies. The implementation of virtual services contributes to the development of the creative and intellectual abilities of students, establishing effective communication in a digital educational environment. The main ways to solve these problems are to use online platforms' educational and developmental potential, such as G-suit for Education, Moodle, Classcraft, Learningapps, Coursera, Prometheus, EdEra, and others. Systematic and professionally organised use of these virtual services will allow the development of critical and creative thinking of

future specialists, active involvement in the learning process and cognitive motivations for using online services, and the formation of the desire for professional growth in the speech-communicative field in order to master a high level of digital and speech literacy.

CONCLUSIONS

Based on the analysis of scientific literature, it is possible to define speech-communicative competence of future elementary school teachers as the ability to master their native language perfectly, be able to use the language and the ethical formulas according to the actual conditions of professional interaction, perceive, analyse and use the information of pedagogical direction, assess the communicative situation, quickly and effectively make decisions and plan communicative actions with all subjects of educational cooperation.

An essential element of speech-communicative competence of future elementary school teachers is language and speech etiquette. These concepts demonstrate the state of the speech culture of young professionals, one's spiritual values, ethical orientations, and type of behavior in various psychological and educational situations. Speech etiquette of a teacher is also a cultural landscape of the Ukrainian people, so it is essential to shape the ethical competence of elementary school teachers to develop moral, spiritual, emotional, volitional, speech, and communicative skills in them. Digitalising these processes aims to actively use higher teaching institutions in Ukraine's LMS and LCMS systems. Using the experience of Poltava National V.G. Korolenko Pedagogical University, it is worth noting the value and necessity of applying the online educational system G-suit for Education and Moodle, virtual gaming Learningapps and Classcraft services, online education platform Coursera, Prometheus, and EdEra and others. Implementing these digital educational applications promotes students' creative and intellectual abilities and the critical and creative thinking of future specialists to establish effective communication, active involvement in the learning process, and future professional activities.

Future research could explore the integration of advanced digital tools, such as AI-driven platforms and virtual reality, to further enhance the speech-communicative competence of future elementary school teachers. Additionally, comparative studies between different educational systems could provide insights into best practices for implementing digitalization in teacher training programs globally.

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CONFLICT OF INTEREST

None.

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Удосконалення мовно-комунікативної компетентності майбутніх учителів початкової школи в умовах діджиталізації вищої педагогічної освіти в Україні

Анотація. Актуальність дослідження зумовлена зростаючою потребою в підготовці майбутніх учителів початкової школи, здатних ефективно застосовувати мовно-комунікативні навички в умовах діджиталізації освіти. З огляду на виклики сучасної педагогічної практики в Україні, важливо дослідити підходи до вдосконалення мовної компетентності, щоб сприяти адаптації викладачів до цифрових технологій та забезпечити якісну освіту в умовах швидких змін інформаційного простору. Метою дослідження було проведення детального аналізу особливостей формування мовно-комунікативної компетентності майбутніх учителів початкової школи з урахуванням поточного стану та потенціалу цифрового сектору в Україні, а також впровадження сучасних віртуальних технологій. В роботі використано низку психолого-педагогічних наукових методів, як аналіз, синтез, порівняння, класифікація, систематизація та узагальнення інформації, яка міститься в науковій та навчальній літературі з обраної тематики. На основі узагальнення наукових праць автором запропоновано визначення поняття «мовно-комунікативна компетентність майбутнього вчителя початкової школи». Визначено особливості цифрової трансформації вищої педагогічної освіти на основі аналізу досвіду іноземних держав (Великобританія, Естонія). Описано основні проблеми діджиталізації та цифрової трансформації професійно-педагогічної освіти в Україні. Актуалізовано запровадження онлайн підготовки майбутніх учителів початкової школи, зокрема у контексті удосконалення їх мовно-комунікативної компетентності. У статті розкрито особливості використання низки освітніх діджитал сервісів та платформ (G-suit for Education, Moodle, Classcraft, Learningapps, Coursera, Prometheus та EdEra та ін.) у контексті удосконалення мовно-комунікативної компетентності майбутніх учителів початкової школи в Україні. Результати дослідження можуть бути використані для вдосконалення навчальних програм у педагогічних вузах України та підвищення якості професійної підготовки вчителів

Ключові слова: вчитель початкової школи; етична компетентність; освітні онлайн платформи; психолого-педагогічна підготовка; цифрові сервіси