

USING DIGITAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES AT PRIMARY EDUCATION

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ABSTRACT

The integration of digital technologies into primary foreign language education has become one of the most effective approaches to improving learners' communication skills and cognitive development. Digital tools such as interactive applications, multimedia resources, language learning platforms, and virtual classrooms help young learners engage more actively in the learning process. These technologies provide visual, auditory, and kinesthetic support, making language acquisition more accessible and enjoyable. In addition, digital tools encourage learner autonomy, increase motivation, and create opportunities for personalized learning. This article explores the role of digital technologies in teaching foreign languages at the primary level, analyzes their pedagogical benefits, and discusses practical strategies for effective classroom implementation.

Keywords: Digital technologies; primary education; foreign language teaching; interactive learning; multimedia tools; learner motivation; educational innovation; language acquisition.

INTRODUCTION

In recent years, the rapid development of digital technologies has brought significant changes to the field of primary education, particularly in the teaching of foreign languages. Young learners today grow up in an environment where smartphones, tablets, and interactive screens are a natural part of their daily lives, and this creates new opportunities for teachers to design engaging, meaningful, and practical learning experiences. In primary classrooms, digital tools are no longer used as additional elements; they have become

essential instruments that support communication, vocabulary acquisition, listening comprehension, and pronunciation practice.

The use of digital technologies allows teachers to present foreign language material in a visually rich and interactive form. For example, animated stories, short videos, flashcards, and interactive games help children understand new words more easily and remember them for longer periods. These tools create a learning atmosphere where students actively participate, respond to tasks, and communicate with confidence. Moreover, digital materials support different learning styles, allowing every child to learn at their own pace and in their own way.

In the context of primary education, digital technologies serve not only as a source of information but also as a bridge between traditional teaching methods and modern learning needs. Teachers can design activities that develop speaking, listening, and reading skills through simple classroom practices such as digital storytelling, interactive dialogues, and pronunciation exercises. These activities help young learners develop a positive attitude toward foreign languages and build early communication skills in a natural and playful manner.

MAIN BODY

In a primary classroom, the foreign language lesson begins with a warm and welcoming atmosphere where the teacher uses a large interactive screen to capture students' attention. As the children settle into their seats, the screen lights up with a colorful animated scene showing a simple, familiar environment such as a playground or a small town street. The characters on the screen greet the class in the target language, using slow and friendly speech. The students wave back, repeat the greeting, and immediately feel part of the story.

The teacher then taps on the screen to reveal a short interactive activity. A group of animated characters move across the screen, each performing a different action such as walking, jumping, or waving. The children listen to the audio prompts and repeat the phrases. To make the activity more dynamic, the teacher invites a few students to the board. They touch a character, hear the action pronounced again, and then act it out in front of

their classmates. This creates a lively environment where technology guides movement, expression, and verbal practice.

After this warm-up, the teacher transitions to a vocabulary practice session. A set of digital flashcards appears on the screen, showing everyday objects. When a student taps a card, it flips over and plays the correct pronunciation. The children listen carefully, repeat as a group, and then take turns identifying the objects around the classroom that match the digital images. For example, if the screen shows a picture of a book, the teacher invites a child to go and gently pick up a real book from the shelf while saying the word aloud. This blending of digital and physical objects strengthens vocabulary retention.

To develop listening comprehension, the teacher plays a short audio story that matches the animated scene from earlier. The story is simple and engaging, describing what the characters are doing in a friendly narrative tone. The students listen closely with curious expressions, trying to catch familiar words. When the recording pauses, the teacher asks the children to respond through actions. If the story mentions a character sitting or running, the children mimic the action in a playful and coordinated way. This method turns the classroom into a dynamic stage where the story comes alive.

Next, the teacher opens a digital storytelling app where the students help build a mini-story together. The class chooses characters, background images, and simple phrases from a menu displayed on the board. The teacher encourages students to speak in short sentences, describing what the characters are doing. As they speak, the teacher records their voices and places the audio in the digital story. The children laugh excitedly when they hear their own voices narrating the scene. This encourages them to speak more clearly and naturally.

To develop dialogue skills, the teacher projects a virtual market scene onto the screen. Brightly colored fruits and vegetables fill the digital stalls, and lively sounds of buyers and sellers create a realistic background. The children pair up, approach the screen, and act out simple dialogues as if they are participating in the market. One child pretends to be the seller, the other the buyer. The teacher moves around the classroom, offering guidance, correcting pronunciation gently, and encouraging every child to participate. The

digital scene helps even shy learners feel more comfortable because they are acting within a familiar and visually supportive environment.

For pronunciation practice, the teacher uses a voice recording tool. Students repeat short phrases after the model voice, then record their own versions. They listen and compare, noticing differences in rhythm and intonation. This activity helps them develop early awareness of foreign language sounds. The classroom becomes a cheerful sound studio where children take pride in hearing their own improvement.

Toward the end of the lesson, the teacher introduces a simple digital game related to the vocabulary and phrases learned. The screen shows a lively matching activity where students drag images to corresponding words. Excited voices fill the room as the children cheer for their classmates. The game offers instant feedback, and each correct match brings a joyful sound effect. This final activity reinforces learning while keeping motivation high.

Practical lesson process table (Creative & Detailed):

Lesson Stage	Creative Practical Description
Interactive Opening Scene	The lesson begins with a digital sunrise animation slowly lighting up a small virtual classroom displayed on the board. The characters inside the animation greet the class in the target language, inviting students to respond. Their greetings echo softly, creating a warm and immersive atmosphere that immediately pulls learners into the language environment.
Vocabulary Reveal with Digital Objects	The teacher opens a virtual “language box” where colorful words and objects float as if suspended in water. Each object emits a soft sound when tapped, teaching pronunciation through discovery. Students take turns approaching the board to “catch” a floating object and use it in a short spoken phrase.
Movement-Based Listening Task	A digital forest appears, and children hear simple instructions narrated by a friendly character walking through the forest. Students mimic each action—jumping over logs, tiptoeing around animals, or waving at birds—connecting

Lesson Stage	Creative Practical Description
	movement to meaning. The teacher uses this moment to check comprehension without any stress.
Digital Story Sequencing Activity	The teacher displays fragmented frames of an animated story scattered across the screen. Students must drag the scenes into the correct order as they listen to short audio clues. Once arranged, the story plays smoothly, and students retell parts of it using simple sentences, building sequencing and speaking skills.
Virtual Character Role-Play	A digital café scene appears on the board. Different animated customers sit at tables, waiting to order. Students, acting as waiters, tap on characters to hear what they want, then repeat the phrases and deliver pretend items from classroom props. The mix of digital cues and real objects strengthens contextual learning.
Pronunciation Echo Recording	The teacher opens a sound-wave tool that visualizes students' voices with colorful waves. Students say target words, watch the shape of their sound waves, and compare them to the model recording shown with a different color. This visual echo technique helps learners adjust rhythm and intonation creatively.
Collaborative Digital Story Creation	Students choose digital backgrounds, objects, and characters from a virtual library. Working together, they build a short story by arranging elements and recording simple descriptions. Their voices become the narration, and the finished story is played with gentle background music, giving students a sense of authorship.

Lesson Stage	Creative Practical Description
Interactive Dialogue Wall	The board displays an animated wall with doors and windows. Behind each door is a dialogue prompt; behind each window is a new character. Students tap to unlock prompts and practice mini-dialogues with partners. The randomness makes the activity exciting and unpredictable.
Listening and Drawing Integration	A soft, calming audio track describes a room, a scene, or a character. Students draw what they hear on small digital tablets or paper. When the description ends, the teacher reveals the original digital image, and students compare it with their own drawings, discussing differences using simple phrases.
Vocabulary Adventure Path	A digital map appears with a path leading through mountains, rivers, and small cottages. Each location contains a vocabulary challenge. Students guide a small avatar along the path, completing tasks such as naming objects, repeating phrases, or forming short sentences. The journey motivates them to stay attentive.

CONCLUSION

The integration of digital technologies into primary foreign language education has demonstrated a powerful impact on young learners' engagement, motivation, and overall language development. Practical classroom experiences show that digital tools do far more than supplement traditional teaching; they create a dynamic learning environment where children interact with language through movement, sound, animation, and meaningful visual context. These technologies support natural language acquisition by offering rich sensory input, authentic pronunciation models, and opportunities for creative expression.

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