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PEDAGOGICAL CONDITIONS OF DEVELOPING PRIMARY SCHOOL STUDENTS' FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN THE CONTEXT OF DIGITALIZATION

Annotation

The article examines the pedagogical conditions for developing foreign language communicative competence among primary school students in the context of digital education. The growing incorporation of digital technologies into education necessitates adjusting teaching methods to align with current academic realities. Since digital transformation significantly influences instructional approaches, it is essential to determine the pedagogical conditions that ensure structured and effective foreign-language acquisition at the primary school level. The study aims to define and substantiate the pedagogical conditions that contribute to the development of foreign-language communicative competence among primary school students in a digital educational environment. The research methodology includes a theoretical analysis of relevant pedagogical literature and the use of the "Connected Papers" program for bibliometric analysis. Using this tool, the authors were able to map and organize scientific publications, identify thematic concentrations, and conduct a systematic review of existing approaches.

As a result, the study classifies key pedagogical conditions. It proposes original definitions of "digitalization of primary education" and "pedagogical conditions for developing foreign language communicative competence in primary school students under digitalization." The identified conditions include integrating digital tools aligned with didactic goals, implementing action-based learning, and considering students' cognitive and communicative readiness.

Keywords: primary education, digitalization, primary school, foreign language, communicative competence, primary school students, pedagogical conditions.

Introduction. Modern reforms in general education schools call for a thorough overhaul of goals, curriculum, teaching methods, and learning organization. The main objective is to develop students capable of independent thinking and initiative, encouraging them to actively acquire knowledge beyond what is taught by the teacher.

The process of learning a foreign language is a complex and continuously evolving system that not only improves but also needs to align with new teaching standards and objectives. It must take into account the accumulated experience in developing students' foreign language communicative competence over the years. The learner's characteristics and values are at the heart of this process.

Therefore, the methodology and approaches to foreign language instruction are never static, as they are shaped by the ever-changing relationship between humans and their environment. In the context of digital education, it is a modern necessity to revise and update methods and strategies for developing students' foreign language communicative competence.

Since technology continues to advance, the digital environment becomes an ever more essential part of everyday life. Its development significantly shapes the future trajectory of education.

Digital technology is used everywhere, and children are introduced to it from birth [1].

The digitalization of education is a current global trend across social, economic, industrial, and, particularly, educational systems. During the pandemic, as in many developed countries, Kazakhstan also rapidly transitioned to remote learning, utilizing various digital tools. This swift shift to distance

learning not only accelerated the digital transformation, which had been identified as a strategic goal in several educational policy documents, but also provided an opportunity to assess the results of educational reforms.

In Chapter 2 of the State Compulsory Educational Standard for Primary Education, adopted by the Minister of Education of the Republic of Kazakhstan on August 3, 2022, it is stated that the goal of primary education is to create a conducive educational environment for the harmonious development and formation of a learner's personality, based on the acquisition of several broad-based skills.

In line with the focus of our research, we found it appropriate to highlight the following requirements for students:

1. Proficiency in using information and communication technologies (ICT);
2. Mastery of various communication methods, including language skills;
3. The ability to meet the high demands of modern society [2].

Per these requirements, students today need to be proficient in ICT during the learning process and adaptable to the dynamic demands of modern society - particularly the transition of the educational process to a digital system and the broader societal changes occurring in education.

Many scholars have noted that the process of informatization in education has reached its conclusion, and we are now entering a new phase marked by the development of technology, referred to as the "digitalization of education" [3].

This change is linked to schools being equipped with computers and other essential technologies, and to teachers being trained to use ICT in their teaching. The current phase of societal development, known as "digitalization", represents a significant trend driving progress. In education, digitalization reflects the integration of digital tools with social, material, and human-focused processes.

As noted by T.V. Nikulina and E.B. Starichenko (2018), the goal of educational digitalization is to support lifelong learning and to make the learning process more personalized through advanced technologies. This includes big data, gamification, virtual and augmented reality (VR/AR), cloud services, and others [4].

The productive use of digital technology in the educational process helps students learn to find and analyze relevant information within big data. It also fosters the development of 21st–century competencies, particularly digital literacy. The digitalization of education is a complex and multifaceted process that seeks to integrate modern information technologies into the learning process.

The digital transformation of schools is intended to expand access to learning, strengthen its practical value, and prepare students for life in a constantly connected environment. By integrating tools such as interactive boards, e-textbooks, online classes, and other digital resources, education becomes more efficient and user-friendly. Overall, digitalization represents a necessary stage in the evolution of education within an information-driven society, improving learning quality and broadening students' opportunities.

Changes in the definition of modern education, its goals, content, and direction have contributed to the implementation of a skills-based approach in the learning process. The concepts of "competence" and "competency" are fundamental units of this approach. In our view, there is currently some terminological confusion about these terms. Therefore, we believe it is important to clarify the distinction between these two concepts.

Regarding the definitions of the concept of "competency" provided by various sources, they are as follows:

According to B.A. Zhetpisbayeva et al. (2021) define competency as a set of personal qualities (knowledge, skills, abilities, and methods of action) necessary to carry out qualitative activities within a specific subject area [5].

Communicative-cognitive speech tools should be developed based on the interactions of the child with those around them. We believe that a child's ability to establish connections with their peers correlates directly with their overall development. The primary stage of these relationships is the formation of communicative competence [6].

Regarding the digitalization of education, A.I. Sari and N. Suryani (2020) state that students are actively utilizing digital technologies in the learning process today. Furthermore, they show a strong willingness to use digital technologies and approach their application in education with great interest and enthusiasm [7].

Therefore, developing students' digital competencies can significantly enhance the economic returns of their education in the future. Conversely, neglecting the development of their digital skills can lower the quality of their education and potentially reduce their competitiveness in the future.

The issue of digitizing education is a hotly debated topic in the pedagogical community, both in Kazakhstan and globally. Consequently, there are many diverse and multifaceted examples regarding this issue.

For instance, W.L. Chin and C.H. Chen (2019) investigated how organizing group work with video content during the learning process, particularly in distance education, affects students' performance, cognitive behaviors, and self-regulation in class. They argue that incorporating digital games associated with video content during lessons enhances students' performance and increases their motivation to learn [8].

R.M. Flynn and E. Kleinknecht (2021) described the methods they use to study the effects of digital games on students' learning and cognition. Overall, the goal of their review is to consolidate research on the use of digital games across subjects as a crucial element of children's interactions with computers, enhancing learning of academic content and general cognitive skills. The researchers emphasized that, given the pervasive presence of digital games in children’s lives, it is essential for every educator to purposefully integrate the educational possibilities of digital gaming into classroom instruction [9].

O. Baryshnikova and A. Kostenko (2021) explored the positive and negative aspects, advantages, and disadvantages of digitizing education. They argue that while digital technologies can be highly effective tools for teaching, they cannot completely replace teachers. The authors argue for designing an adaptable educational setting that encourages innovation by providing opportunities for fresh insights and joint pedagogical practices [10].

S. Tunmibi and A. Aregbesola (2015) examined the impact of e-learning and the digitization of education on primary and secondary school education in Nigeria. The findings indicate that the majority of learners perceived e-learning as exceptionally convenient, noting that it grants extensive access to information resources, supports the development of critical thinking, and enhances their overall motivation to engage in the learning process. Many of the teachers involved in the research expressed their belief that e-learning is easy and effective, and it helps develop the digital competencies of both educators and students [11].

Therefore, it is essential to fully harness the pedagogical potential of digital technologies within the general education system, stay informed about the continuous flow of technological innovations, and prevent potential changes and disruptions.

Basic provisions. The study identifies key pedagogical conditions for developing foreign-language communicative competence in primary school students, including integrating digital tools, adopting activity-based methods, and attending to learners’ cognitive characteristics. A bibliometric analysis using *Connected Papers* supported the formulation of original definitions and practical recommendations for improving language instruction in the context of educational digitalization.

Methods and materials. The issue of digitizing education is a hotly debated topic in the scientific community, as confirmed by bibliometric and scientometric research. Bibliometric and scientometric analysis methods are modern approaches that enable the evaluation of researchers' scientific work in the global scientific community. The bibliometric analysis method has several advantages:

- Identifying databases of information on the research topic;
- Integrating data into unified informational resources;
- Creating a scientometric map based on visualization techniques using digital technology [12].

As a researcher, to identify the methodological and theoretical significance of the pedagogical conditions for forming foreign language communicative competencies in primary school students in the context of education digitization, and to determine the state and relevance of the concepts

"digitalization," "digitalization of education," and "primary school," we utilized the "Connected Papers" program, which allows for the systematization, clustering, and network analysis of bibliometric studies.

"Connected Papers" is a program designed for the analysis of scientific articles and research. This program enables the search for scientific articles, the analysis of their interconnections, and the visualization of results. To carry out the analysis, the "Connected Papers" program utilizes seven databases: Microsoft Academic Graph (MAG), Semantic Scholar, Web of Science, Scopus, ArXiv, PubMed, and IEEE Xplore. Since the last three databases focus on scientific works in the fields of exact sciences and medicine, they are not necessary for our research.

This section highlights how the “Connected Papers” platform leverages major scholarly databases to map research connections. By integrating data from Web of Science and Scopus, the program enables users to access extensive publication collections and analyze relationships among studies. This platform also uses the Microsoft Academic Graph, which offers comprehensive metadata on publications, authors, and citation links, supporting the identification of thematic connections. Semantic Scholar adds further depth by providing a large corpus of articles and detailed information on their interrelations.

Combined, these data sources ensure accurate literature searches and robust analysis of research networks. The network nodes below illustrate clusters of publications from 2023 to 2025 relevant to our research topic.

To achieve this, we uploaded the following keywords relevant to our research topic into the "Connected Papers" program: "digitalization," "digitalization of education," and "primary school." Based on these keywords, 215 articles were found, of which 40 focused explicitly on digitalization in education. However, we observed that there are very few studies on digitalization in primary education.

By entering the aforementioned keywords into the "Connected Papers" program, we can observe the following network connections (see Figure 1). In the program, the scientometric map generated with the help of artificial intelligence shows nodes of various colors and sizes, positioned closer together or farther apart. Each of these nodes represents scientific works. The more similar the articles are, the closer they are positioned on the graph, and the thicker the line connecting them is. The more popular an article is (i.e., the more citations it has), the larger its node will appear. Conversely, newer articles are represented by more saturated colors.

By examining the scientometric map presented below, one can ascertain the significance and relevance of the scientific works depicted therein.

The methodological principles of pedagogy, which are student-centered, include: activity-based approaches, activity technology frameworks, systemic approaches, person-centered frameworks, axiological principles that define human beings and human social value as high priorities, as well as the need to reconsider pedagogy in the digital age, historical-transformational frameworks that study transformative education, project-modeling approaches, and integrative frameworks. These aspects are essential for considering the student’s personality characteristics in the context of digital education.

In this regard, it is necessary to identify, consider, and create specific pedagogical conditions aimed at ensuring a system of forms and methods for effectively teaching a foreign language that takes into account not only the didactic tasks directed at the development of the student’s personality but also the activity-based and prognostic tasks related to the personal abilities necessary for mastering a foreign language.

The importance of justifying pedagogical conditions for the development of foreign-language communicative competencies in primary school students and ensuring their integration into the educational process is paramount. Therefore, implementing any pedagogical phenomenon in the educational process requires establishing a specific set of conditions. Given the focus of our research, it is necessary to draw attention to the issues of digitalization in primary education and the acceptance of digitalization by primary school students.

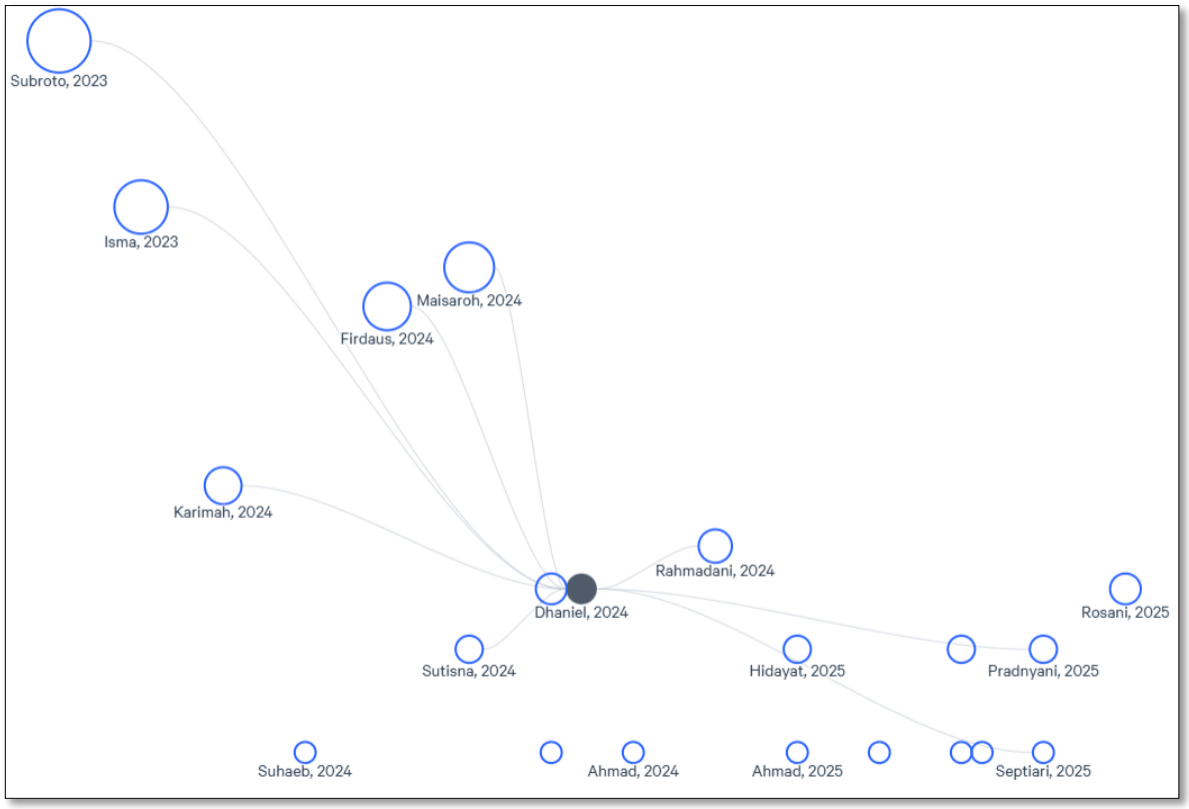

Figure 1. Scientometric map created based on the "Connected Papers" program
Source: created by the authors on the base of https://www.connectedpapers.com/

Regarding the digitalization of primary education, it is widely acknowledged that the government is creating the necessary conditions and providing support to effectively implement the digitalization process in educational institutions. To enhance students' digital literacy from an early age, schools are being equipped with computers, multimedia resources, and broad internet access. However, during the preparatory phase of our research, we observed that the pedagogical potential of digital resources necessary for developing foreign-language communicative competencies among primary school students is not fully utilized in the context of the digitalization of the educational process in primary education institutions [13].

Thus, in our opinion, the digitalization of primary education refers to the comprehensive application of digital technologies' potential in the educational process of primary schools *(author's definition by Karimova G.S.).*

Regarding the issue of primary school students' acceptance of digitalization, researchers such as V.L. Nazarov, D.V. Zherdev, and N.V. Averbukh have extensively analyzed it. They found that a significant portion of students perceive the transition to a digital environment as a "journey into the world of computer games" and are enthusiastic about it. Conversely, another portion exhibits resistance, struggling to adapt to innovations in education [14].

In line with our research topic, we aim to fully realize the pedagogical potential of digitalization in the primary school educational process. To this end, we propose using digital learning content, developed using game technology, to foster a positive perception of digitalization among primary school students while teaching foreign languages.

In this context, the issue is identifying the necessary pedagogical conditions to foster foreign-language communicative competencies in primary school students in digitalized education.

The multidimensional nature of the learning process demands careful consideration of the pedagogical conditions that foster students' foreign language communicative competencies. The conditions discussed further are viewed as an effective, precise mechanism for optimizing the pedagogical process by activating both student and teacher engagement and by helping to identify

the most effective forms of their interaction, aiming to address issues that arise within an integrated pedagogical process.

Results and their discussion.

The terms “pedagogical conditions” and “didactic conditions” hold a central place in pedagogical science. Pedagogical conditions are generally defined as the combination of instructional content, organizational formats, and available resources that enable the effective implementation of teaching tasks. In this regard, a pedagogical condition involves the targeted selection and application of content elements and methods to achieve specific didactic objectives.

After analyzing the perspectives of scholars who have examined the concept of "pedagogical conditions," we can draw the following conclusions:

- Pedagogical conditions are a component of the pedagogical system (including the overall pedagogical process);
- They represent a combination of the capabilities of the educational and material-spatial environment that can positively or negatively influence pedagogical processes;
- Their structure includes both internal (influencing personal development) and external (supporting system procedures) elements;
- Appropriately selected pedagogical conditions ensure the development and effective functioning of the pedagogical system.

Analyzing the findings of numerous scientific and pedagogical studies, we identified several types of pedagogical conditions recognized in theory and practice:

- Organizational-pedagogical conditions (V.A. Belikov, E.I. Kozyreva, S.N. Pavlov, A.V.Krichkov, and others);
- Psychological-pedagogical conditions (N.V. Zhuravskaya, A.V. Krugly, A.V. Lysenko, A.O.Malikhin, etc.);
- Didactic conditions (M.V. Rutkovskaya, S.I. Arkhangelsky, P.Ya. Galperin, K. Kelly, and others).

Based on the theoretical analysis above, we formulated an original definition of pedagogical conditions in the context of digital education:

Pedagogical conditions for developing primary school students' foreign-language communicative competencies include providing educational materials and digital content necessary for students to build communicative competencies in foreign languages and to foster essential knowledge, skills, and abilities. (*The authors give the definition*.)

This definition corresponds with the updated curriculum for the “English Language” subject and follows the principle of a structured system of learning objectives. Key pedagogical conditions for effectively developing foreign language communicative competencies in a digitalized primary education context include:

- Offering students clear and comprehensive guidance on the digitalization process.
- Choosing digital educational content that is age-appropriate and caters to individual needs.
- Integrating “English Language” and “Digital Literacy” materials to foster digital competencies.

From this, we identified three main types of pedagogical conditions specific to digitalized foreign language education:

- Organizational conditions – provision of material and technical resources and the alignment of in-class and extracurricular activities;
- Didactic conditions – proper selection of teaching forms, methods, tools, and digital educational content that comply with didactic principles;
- Educational-methodological conditions – use of digital teaching materials such as:
- *“English Language Workbook for Primary School Students”*;
- *“Interactive English Language Tasks for Primary School Students”*;
- *“English Language Teaching Program for Primary School Students.”*

Conclusion. In line with our research objective, we conclude that, in a digitalized educational context, the development of foreign-language communicative competencies in primary school students should be driven by students' motivation and interest in learning a foreign language.

Thus, the pedagogical conditions for developing foreign-language communicative competencies in primary school students in digitalized education were identified. This facilitated the establishment of criteria and level-based indicators to assess the development of these competencies, prompting the creation of a model to achieve the research goal. In conclusion, specifying the conditions that ensure the functioning and development of the entire pedagogical process is one of the primary and essential tasks of pedagogical research. Successfully and effectively addressing these tasks defines the scientific.

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ЦИФРЛАНДЫРУ ЖАҒДАЙЫНДА БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ШЕТЕЛ ТІЛДІК КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ДАМЫТУДЫҢ ПЕДАГОГИКАЛЫҚ ШАРТТАРЫ

Аңдатпа

Бұл мақала білім беруді цифрландыру аясында бастауыш сынып оқушыларының шетел тілінде коммуникативтік құзыреттілігін дамытуға қажетті педагогикалық шарттарды зерттеуге арналған. Бұл мәселенің өзектілігі білім берудегі цифрлық трансформацияның артуымен байланысты, бұл педагогикалық әдістемелердің маңыздылығын күшейтеді. Осы өзгерістерді ескере отырып, шетел тілін оқытуға арналған тиімді және жүйелі тәсілді қамтамасыз ететін нақты педагогикалық шарттарды анықтау қажет. Мұндай тәсіл дидактикалық міндеттерді, іс-әрекетке бағытталған әдістерді және болжау стратегияларын біріктіре отырып, оқушылардың тілді меңгеру үшін қажетті жеке қабілеттерін ескеруі тиіс.

Білім беруді цифрландырудың әсерін бағалау және тиісті зерттеулерді талдау үшін біз «Connected Papers» бағдарламасын пайдаландық. Бұл құрал библиометриялық зерттеулерді жүйелеуге, кластерлеуге және желілік талдау жүргізуге мүмкіндік беріп, осы сала бойынша құрылымдық шолу жасауға көмектеседі. Авторлар шетел тілінде коммуникативтік құзыреттілікті дамытуға ықпал ететін негізгі педагогикалық шарттарды жіктеп, сипаттайды. Сонымен қатар, зерттеу «бастауыш білім беруді цифрландыру» және «цифрландыру жағдайында бастауыш сынып оқушыларының шетел тілінде коммуникативтік құзыреттілігін дамытуға арналған педагогикалық шарттар» ұғымдарына авторлық анықтама береді.

Зерттеу нәтижелері бастауыш білім беруде шетел тілдерін оқыту әдістемесін жетілдіруге ықпал етіп, оқыту сапасын жақсарту бойынша жаңа ғылыми көзқарастар мен тәжірибелік ұсыныстар ұсынады.

Түйінді сөздер: бастауыш білім беру, цифрландыру, бастауыш мектеп, шетел тілі, шетел тілдік коммуникативтік құзыреттілік, бастауыш сынып оқушылары, педагогикалық шарттар.

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ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РАЗВИТИЯ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ МЛАДШИХ ШКОЛЬНИКОВ В УСЛОВИЯХ ЦИФРОВИЗАЦИИ ОБРАЗОВАНИЯ

Аннотация

Статья посвящена исследованию педагогических условий формирования иноязычной коммуникативной компетенции у учащихся начальной школы в условиях цифровизации образования. Проблема обусловлена активным внедрением цифровых технологий в учебный процесс, что требует адаптации педагогических методов к новым образовательным реалиям. В условиях цифровой трансформации возникает необходимость определения конкретных педагогических условий, обеспечивающих эффективное и системное обучение иностранному языку на начальном уровне.

Цель исследования – определить и обосновать педагогические условия, способствующие формированию иноязычной коммуникативной компетенции младших школьников в цифровой образовательной среде. Методология исследования включает теоретический анализ научной педагогической литературы и использование программы «Connected Papers» для библиометрического анализа. Этот инструмент позволил систематизировать научные публикации, выявить тематические кластеры и провести обзор существующих подходов.

В результате работы классифицированы ключевые педагогические условия и предложены авторские определения понятий «цифровизация начального образования» и «педагогические условия формирования иноязычной коммуникативной компетенции у учащихся начальной школы в условиях цифровизации». Выявленные условия включают интеграцию цифровых инструментов в соответствии с дидактическими целями, реализацию деятельностного подхода и учет коммуникативной и когнитивной готовности учащихся.

Результаты исследования содержат практические рекомендации по повышению качества обучения иностранным языкам в начальной школе и вносят вклад в развитие цифровой педагогики.

Ключевые слова: начальное образование, цифровизация, начальная школа, иностранный язык, иноязычная коммуникативная компетенция, учащиеся начальных классов, педагогические условия.

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