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## **USE OF MULTIMEDIA IN THE PROCESS OF FORMATION OF COMMUNICATIVE COMPETENCE IN UKRAINIAN LANGUAGE LESSONS IN PRIMARY SCHOOLS**

**Abstract.** The article is devoted to the problem of the application of multimedia tools in the process of the formation of communicative competence of third and fourth-grade students. The analysis of scientific and pedagogical literature and observation of the work of primary school teachers to determine the place and role of multimedia tools in the process of teaching the Ukrainian language proved the relevance and prospects of the problem.

The article analyzes the concepts of «communicative competence», «multimedia tools» in the context of the modern educational process in Ukraine. Psychological, psycholinguistic and pedagogical aspects of the problem of formation of communicative competence of junior schoolchildren are considered, theoretical and methodical bases of use of multimedia tools in lessons of Ukrainian language in mentioned classes are defined, their functional possibilities in the system of forms, methods and receptions of work on formation of communicative competence of students are characterized.

The methodology of formation of communicative competence of students is based on the system of preparatory language, conditional-communicative, communicative tasks with multimedia support with the use of hardware (computer, projector, smart-board) and software (multimedia presentations, multimedia editions) is offered. The results of the research of the process of formation of communica-

tive competence of third and fourth grade students with the use of multimedia tools based on the analysis of educational achievements of students (high, sufficient, average, initial) are presented.

The article presents experimental data that confirms the expediency of using multimedia tools in the process of forming the communicative competence of primary school students, their role in improving the efficiency of this process.

**Keywords:** communicative competence; multimedia tools; primary school education; lexical tools; communicative situations; a system of competence-oriented exercises with multimedia support.

**Problem formulation.** Competence-oriented education in Ukraine is a response to the challenges of today, to the requirements of the new post-industrial information stage of world society, when the first place in the production process is taken by a person with his/her needs, interests, emotions, abilities.

Currently, the key characteristics of successful human activity are efficiency and effectiveness, which mean, first of all, the ability to work independently without constant leadership; take responsibility for one's own initiative; apply existing knowledge to analyze new situations; make decisions and create a new product; ability to cooperate in a team.

The task of building a model of Ukrainian society in the context of these global trends determines the prospects for the development of education in Ukraine, which is why the question of the need for its systematic reform from the primary level, when laying the foundations for the formation of key competencies has been raised.

In a standard set for primary schools (2018) among the main competencies "fluency in the state language, which involves the ability to express one's thoughts, feelings, clearly and reasonably explain the facts orally and in writing, as well as the love of reading, feeling the beauty of the word, being aware of the role of the language for effective communication and cultural self-expression, readiness to use Ukrainian language in various life situations» are mentioned [1, p. 1].

These tasks are supported at the legislative level. The Law of Ukraine "On Education", "On Ensuring the Functioning of the Ukrainian Language as the State Language", the draft law "On General Secondary Education", the National Doctrine of Education Development of Ukraine in the XXI Century, the concept of "New Ukrainian School" open new perspectives for nationally conscious rich linguistic personality, who has the skills to communicate appropriately in various areas and types of speech activity.

One of the important conditions for improving the efficiency of this process is the use of multimedia tools that allow teachers to ensure the subjectivity of the student in the learning process, intensify his/her learning activities, increase his/her success as a participant in various communication situations, helps to unleash his/her creative potential.

At the same time, the systematic use of multimedia tools requires the teacher to acquire certain professional competencies, including digital.

In Ukraine, significant work has been done to determine the requirements for teachers taking into account the trends of digitalization, in particular, the Concept of state policy in the field of reforming general secondary education «New Ukrainian School» until 2029 was developed and approved by the Cabinet of Ministers on 14.12.2016 № 988 [2]. Among the basic competencies that a primary school teacher must possess to successfully fulfill the strategic goal and tasks of primary education reform is information and digital competence – the ability to navigate in the information space, receive information and operate it according to one's own needs and requirements of the modern high-tech information society. In general, taking into account the need for digitalization in the field of Ukrainian education, it is planned to modernize the education and training system, bring educational programs in line with the needs of the digital economy, widely introduce digital learning tools and integrate them into the information environment, ensure the possibility of educating citizens according to an individual curriculum throughout life – anytime and anywhere.

Currently, multimedia tools, ICT technologies are actively used by primary school teachers, many schools have created appropriate conditions for the formation of information and communication competence of students. However, their application is not always systematic, expedient and methodologically justified, or relevant to the tasks defined in the Concept of the new Ukrainian school: "The

implementation of ICT in education will move from one-off projects to a systemic process that covers all activities. ICT will significantly expand the capabilities of the teacher, optimize management processes, thus forming important for our century technological competencies. Infrastructure will be developed to provide various forms of training. In particular, an online educational platform will be created with educational and methodical materials for students, teachers, parents and heads of educational institutions» [2].

Researchers I. Borysenko, O. Bykonja, O. Rembach, L. Shumna, O. Oliinyk, V. Anishchenko note that the implementation of ICT-centered content of education is a step towards the realization of key tasks and strategic directions of state education policy, outlined in the National Strategy for Education Development in Ukraine until 2021, the European educational program «Education and Training 2020». The urgency of defining effective approaches to the implementation of ICT in modern primary school is due to the rapid expansion of digital technology in modern society and the need for students to develop digital literacy for further successful professional, social and personal growth. The unique opportunity of primary education as an important part of the whole educational system lies in the contribution it makes to the renewal of society through the education of the younger generation.» [3, p. 54].

Thus, this problem is relevant given the objective need for the systematic use of multimedia tools in the process of learning the Ukrainian language to ensure the effectiveness of the formation of communicative competence of primary school students under the modern realities of life and social problems; resolving the contradiction between the availability of a strong educational potential of information resources, the theoretical basis for the use of multimedia tools and technologies in education and their limited use in the practice of primary education in general secondary education.

**Analysis of recent research and publications.** The problem of formation of key and subject competencies of students in recent decades has been in the center of attention of many Ukrainian scientists, such as T. Baibara, N. Bibik, S. Bondar, N. Bondarenko, O. Horoshkina, O. Lokshyna, O. Onoprienko, O. Ovcharuk, O. Pometun, O. Savchenko, O. Pershukova, V. Redko, O. Topuzov, O. Khoroshkovska, R. Shyian and others.

The works of these scientists reveal the essence of the competence approach to learning, which is to help the student master a set of important personally significant activities that are socially in-demand and allow students to act effectively in typical life situations, analyze the content of definitions of «competence» and «competency», clarify aspects of the implementation of the competence approach to teaching, in particular to teaching the Ukrainian language to primary school students.

Currently, the Law of Ukraine «On Education» terminologically approves the formulation of competency as a dynamic combination of knowledge, skills, abilities, ways of thinking, views, values, and other personal qualities, which determines a person's ability to successfully socialize, conduct professional and / or further educational activities [4].

In December 2019 changes were made in the Law of Ukraine «On Education» regarding the definition of competency – an ability of a person to successfully socialize, learn, conduct professional activities, which arises based on a dynamic combination of knowledge, skills, abilities, ways of thinking, views, values, and other personal qualities [5].

The works of domestic researchers – S. Antoshchuk, L. Kartashova, V. Bykov, A. Hurzhii, M. Zhaldak, N. Morse, O. Ovcharuk, S. Semerikova, N. Soroko, O. Spirin and others – are devoted to the development of digital competence of teachers. Scientist V. Bykov defines the term digital competence as «knowledge, skills and abilities in the field of information technology and the ability to apply them in professional activities» [6].

In the works of L. Varzatska, M. Vashulenko, F. Batsevych, O. Bystrova, I. O. Horoshkina, I. Hudzyk, N. Holub, S. Karaman, V. Melnychaiko, M. Pentyliuk, O. Pershukova, S. Podmazina, V. Redko, H. Ruryk, O. Savchenko, A. Tymbalaru, L. Shcherbakova, N. Yanovytska communicative competence is considered as an integrated ability to use language in different communicative situations, in particular in everyday life, educational process, cultural life, the conditions for the effectiveness of the process of its formation are determined [7; 8].

Communicative competence, according to scientists, is a category that involves primarily the generation of speech, rather than reproducing or composing a statement using a model [7, p. 3].

In particular, H. Ruryk notes that «possession of a certain system of skills and abilities of interpersonal communication, adequate communication situations that are sufficient to achieve the communicative goal set by the subject is a communicative competence» [8, p. 360].

O. Marushchak characterizes communicative competence as “an integral quality of personality, which is manifested in the ability to form the motivational and valuable basis of communication; master and apply language knowledge, skills and abilities; establish and maintain contacts with other people, using different ways of interaction; work effectively in groups; have different social roles» [9, p. 16].

Another Ukrainian scientist S. Karaman outlines the structure of general communicative competence, identifying four types of competence that are formed in students in the process of learning the Ukrainian language (linguistic, speech, socio-cultural and functional-communicative). Scientists note that communicative competence is formed based on students’ mastery of 4 types of speech activity (listening, speaking, reading, writing) taking into account the main stages of speech actions (orientation, planning, utterance, control and correction of utterance) [10, p. 3–6].

Researchers M. Vashulenko, I. Hudzyk, N. Holub, O. Horoshkina, L. Mamchur, V. Melnychaiko, M. Pentyliuk, V. Kapinos, V. Redko, L. Palamar and others emphasize the importance of communicative orientation of language learning, which determines all components of the modern educational process: the content and organization of educational material, skills and abilities that are formed, methods, techniques, tools and forms of learning.

According to V. Redko, communicatively oriented learning «should provide such an organization of the educational process that motivates the use of language as a means of speech interaction in various spheres of life and can bring students as close as possible to the real conditions of communication» [11, p.10]. So an important issue is the selection of tasks in the context of communicatively oriented learning.

The problem of classification of exercises aimed at the formation of communicative and speech skills is covered in the scientific works of domestic and foreign scientists (M. Vashulenko, O. Horoshkina, I. Zymnia, M. Ilin, V. Melnychaiko, M. Pentyliuk, N. Baryshnikov, S. Karaman, etc.) [10; 12].

These types of tasks are taken into account in the proposed experimental system of work on the development of communication skills of primary school students with the use of multimedia tools.

Thus, the formation of communicative competence of students is a priority area of teaching the Ukrainian language, which provides a system of work aimed at enriching the vocabulary of students, the development of the grammatical structure of their speech; mastering the norms of the Ukrainian literary language to form in students the ability to perceive, reproduce and build oral and written expressions in accordance with the purpose and conditions of communication.

Multimedia tools play an important role in the process of optimizing this system work. According to M. Pentyliuk: “The core of a modern Ukrainian language lesson is the work on the development of students’ communicative competence. It is characterized by the widespread use of various teaching aids, including audiovisual, which allow the use of sound and images in the learning process, to create the necessary language situation for classes. Computer technology, interactive learning, etc. have become popular. All this has a positive effect on language acquisition as a tool of communication and development of language personality» [13, p. 66].

In modern pedagogical research, much attention is also paid to the use of multimedia tools in the educational process. The problem of using multimedia as a modern teaching tool, psychological, pedagogical and technical aspects of multimedia technologies are considered in the works of H. Asvatsaturov, R. Adamov, O. Haievskyi, B. Hershunskyi, A. Vasiura, R. Hurevych, S. Denysiuk, S. Dmitrieva, M. Zhaldak, Y. Zhuk, A. Kapterev, I. Mural, S. Khrystochevskyi, etc.).

These scientific works reveal the concept of multimedia tools as interactive tools that allow you to perform operations with still images, videos, animated graphics, text, speech and sound in the learning process.

Thus, modern scientists identify the important role of multimedia tools in education, which can increase the intensity and efficiency of the learning process, in solving the problem of access to new sources of various content and forms of information.

**The purpose of the article** consists of the representation and substantiation of the functional capabilities of multimedia tools, technologies in the process of forming the communicative competence of primary school students in Ukrainian language lessons.

**Research Methods.** The research methodology uses theoretical and empirical methods: analysis of scientific papers on the use of multimedia tools for the formation of language personality based on the competence-oriented learning of the Ukrainian language; synthesis of educational and methodical ideas on the use of information technology in Ukrainian language lessons to form communicative competence in primary school students; a survey of students (60 people) to determine the functionality of the state of use of multimedia tools in the process of learning the Ukrainian language; interpretation of research results.

**Results of the Research.** Given the idea of the proposed publication, the basic concepts for us are: «communicative competence» (as the key) and «multimedia tools».

There is a generally accepted opinion of scientists that the process of formation of key competencies, in particular communicative competence of primary school students will be successful in terms of comprehensive support of all components of the educational process – learning goals, building competency-based educational content, that should become more technological and result-oriented.

Today, the process of formation of communicative competence in primary school students is characterized by established provisions, but at the same time it requires constant consideration of educational innovations, a reflection of the most important modern social trends. Informatization of education is one of the primary trends, the priority of which is the development and implementation of multimedia pedagogical technology.

From the standpoint of our study, multimedia pedagogical technology is considered as an integrated wholeness of software and hardware products (with variable adequacy of their functioning in the learning environment), which creates a unified space for interaction of procedural and personal aspects of productive consumption, processing, broadcasting and manifestation of the objects of education.

The productivity of the multifunctional existence of multimedia technology in education, according to scientists, is possible under the following conditions:

- spatial interpretations of educational material, which acquire a real meaningful perception, consolidation and awareness of younger students (temporal-spatial and visual-spatial);
- isolated units (elements) that reflect spatial representations and have objectification in a certain language (verbalized, nonverbalized, sound-forming, pictorial);
- variable forms in which the results of the cognitive activity of junior schoolchildren are fixed.

It should be noted that the concept of «space» is considered by us as a measure of mastery (movement) and implementation (place) of certain educational material, which also reflects a certain functional feature of multimedia technology.

The period of primary school age is a stage of important social changes in the child's life, which is characterized by intensive development and qualitative transformation of all processes of the cognitive sphere; the formation of volitional traits of character, the formation of a system of the first relatively stable values. All these features create the basis for the formation of key competencies, which are defined as personal formations, integrated ability to effectively and productively apply the acquired knowledge, skills, experience, values in non-standard situations to solve vital problems, individual experience and effectiveness of their application in accordance with certain educational standards [13, p. 2]. The peculiarity of competence as a result of education is that it is an integrated result, it is manifested through activities and improved not in the process of automation of skills, but in the process of integration with other competencies. Competence is manifested consciously in the process of the activity.

In the modern educational space of primary school information technologies of educational purposes are actively introduced. There is a developed database of ICT Ukrainian-language content to support school subjects, namely: a number of electronic educational and methodological complexes. Electronic educational resources are understood as “educational, scientific, informational, reference materials and tools developed in electronic form and presented on any type of media or placed in computer networks, which are reproduced by electronic digital technical means and necessary for effective organization of educational process, in the part concerning its filling with qualitative educational and methodical materials» [14].

With the creation of NUS, online educational platforms are actively introduced into the practice of primary education: EdEra, Vseosvita, Osvitoria, Learning.ua, etc. are successful and in demand among teachers. On these platforms, teachers will find a variety of practical materials that can be used in lessons: interactive tasks, interesting tasks, puzzles, tasks for self-examination, and so on. To diversify the work of the modern teacher, and at the same time improve the learning process, there is a wide range of online pedagogical tools and educational interactive cloud services that can be used as supplements to the study of specific topics facilitating effective visualization of educational information, tasks and knowledge acquisition on elaborated topic. Similarly, using these platforms, teachers can share their materials and experiences.

Thus, today's challenges determine the use of didactic multimedia technologies in lessons, which has a positive effect on students' motivation to learn, diversifies the process of learning, thereby contributing to a high-quality modern level of education. To clarify the impact of multimedia technologies on the speech of 3rd grade students and the formation of communicative competence in Ukrainian language lessons during the study of the section «Vocabulary», consisting of 18 topics (lessons), we used multimedia presentations created with Microsoft PowerPoint and fragments of some educational materials from the aforementioned educational resources.

Multimedia tools during the experiment were used in the process of language preparatory tasks aimed at enriching students' vocabulary, understanding the lexical meaning of words, analyzing the meanings of polysemous words, homonyms, selecting synonyms, building antonym pairs, explaining phraseology (analytical tasks, comparative, selective, transformational, model tasks, etc.); conditional-communicative tasks (retelling, role-playing games; correction, intonations, facial expressions and gestures while reading and acting out dialogues, composing dialogues according to the plot drawing and the described situation, editing, supplementing the dialogue; reorganization of the monologue into dialogic and vice versa, etc.), pure speech tasks that involve the creation of texts in accordance with the purpose, scope and conditions of communication based on the material read (or heard), on the materials of videos (movies), based on their observations, etc.

During the experiment, students' skills in all types of speech activity were analyzed. The experiment used tasks aimed at working with words, phrases, sentences and text. Here are some examples of them: For example, students:

- connected the appropriate words from the word bank to the offered images;
- matched the proposed phraseology with the plot drawings;
- composed sentences of scattered words (for example park, birds, chirping, fun. To the forest, we went, in the spring.);
- looked at the picture presented on the Smartboard in the presentation and selected and wrote two words from the plot in columns (noun, adjective, verb);
- based on the given sentences they concluded: is it a text or some separate sentences and substantiated their opinion;
- worked with distorted text, arranging it according to the sequence of events based on the plot drawings on the Smartboard, united by a common theme, and selected the title;
- built texts based on the plan proposed in the multimedia presentation;
- composed texts based on the drawings presented on the Smartboard, both on the behalf of the first person and on the behalf of the characters of the drawing.

During the experiment, there was constant feedback from teachers.

To the question: «What types of activities, in your opinion, should be introduced into the educational process with multimedia support?», – a significant number of surveyed teachers (80.7%) expressed the opinion that it makes sense to actively use all traditional activities in the educational process with computer support, and at the same time, they could not accurately determine the place and role of multimedia technology in the functioning of the system «teacher – student – computer»; were unable to explain in which specific activity the use of multimedia technologies is more productive. Respondents themselves noted that the difficulties that exist in their pedagogical activities, related to the computerization (digitization) of education, stem from an insufficient level of digital competence.

Teachers were also offered to express their views, answering the open-ended question: «What are your suggestions for improving the process of forming communicative competence of primary school students through multimedia teaching aids?».

The analysis of the obtained results showed that the most significant were the proposals of those teachers who relied on some experience in computer-based learning. They are:

- observance of individual and differentiated approach in mastering speech skills by junior schoolchildren and organization of educational activities in the computerized environment (47,4%);
- correspondence of educational material contained in computerized programs to creative possibilities and level of knowledge of the students (40,4%);
- variability of application of educational programs with an accentuation on theoretical, emotional and creative aspects of activity of primary school students (35,1%);
- a combination of multifunctional forms of organization of cognitive activity of primary school students (28,1%);
- creating a gaming environment to ensure the efficiency of the formation of knowledge in primary school children from learning using multimedia technologies (24,6%).

Taking into account these conditions by teachers significantly affected the quality of the process of forming students' communicative competence.

In determining the levels of mastery of communicative competence, the authors of the study were guided by the requirements of the State Standard of Primary Education and the provisions of the Standard educational programs of the New Ukrainian School. The results of checking the formation of communicative competence and comparative analysis of quantitative indicators of the obtained data of pedagogical sections in the control and experimental groups are presented in table 1.

Table 1

Comparative analysis of the levels of formation of communicative competence of students of 3rd (CG1, EG1) and 4th (CG2, EG2) grades

Diagnostic sections	Groups	The frequency for each group by levels of formation (number of students)			
		Low	Average	Sufficient	High
Initial	CG1	4	5	3	2
	EG1	2	5	5	3
	CG2	3	7	3	3
	EG2	4	6	3	2
Final	CG1	3	6	3	3
	EG1	1	3	6	5
	CG2	2	7	4	3
	EG2	2	6	4	3

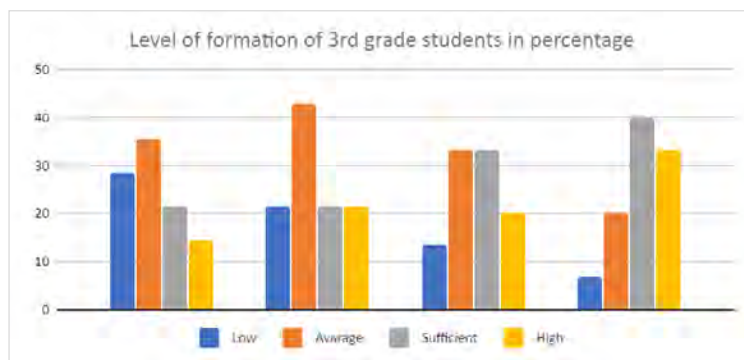
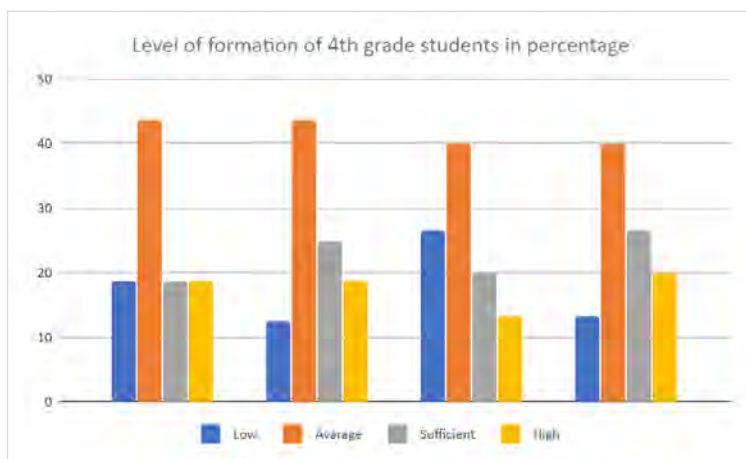


Figure 1. Level of formation of 3rd grade students in percentage



**Figure 2.** Level of formation of 4th grade students in percentage

Observations during the experiment and its results allowed us to conclude that students have increased motivation to learn, independence in the preparation of their own oral and written statements, enhanced communication between students, cognitive and creative activities in general. Performing tasks in the classroom with the use of multimedia tools encourage students to be creative in solving educational tasks, enhances the emotional perception of the text, illustrations, videos, fragments from cartoons, etc., motivates research, which generally affects the effectiveness of their ability to communicate in Ukrainian in different areas and situations of communication.

**Conclusions and Prospects of the Research.** Analysis of the educational achievements of third and fourth grade students according to the results of the study confirms the effectiveness of the use of multimedia tools in the process of learning the Ukrainian language.

Observations of the educational process, conversations with teachers and students show that the system of tasks with multimedia support provides an opportunity to create optimal conditions for the formation of communicative competence of students, creating a basis for enriching their vocabulary, learning new grammatical structures, developing their creative thinking, the formation of experience of communicative cooperation.

The results of the productive speech activity of students were especially important for the study. Students of experimental classes in comparison with others showed higher efficiency in the construction of coherent and consistent expression in accordance with the communicative goal; ability to use language tools and diverse vocabulary; identification of creativity and originality in the production of texts.

The combined results of observations of students' learning activities and checks of control tasks of the control groups and the experimental groups indicate that increasing of the level of communicative competence of students largely depends on the appropriateness of the multimedia conditions, provided with a systemic approach.

Students have achieved significant results in planning and organizing, analyzing and evaluating their work. Besides, they became better oriented in the observance of speech norms in various communicative situations, improved their ability to listen to the interlocutor, to express and argue their own opinion.

According to the teachers of the experimental classes, the use of multimedia tools also contributed to the development of skills of independent work, self-control and self-assessment. Multimedia support has diversified and intensified the learning process through the visualization of static and dynamic information, vivid images, game elements, which is important for children of primary school age for visual comprehension of the subject material. Conversations with students also show that lessons incorporating the appropriate use of multimedia motivate them to learn. They like their dynamism, which have a positive emotional impact on students.



Thus, the results of experimental learning indicate that the use of multimedia has a positive effect on the formation of communicative competence of third and fourth grade students, optimizing the learning process and giving it a more modern form, in accordance with today's realities in the context of information and communication technologies.

Further research should be aimed at solving the problem of ensuring the systematic introduction of multimedia tools in the process of learning the Ukrainian language, improving its planning and organization.

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### ВИКОРИСТАННЯ МУЛЬТИМЕДІА У ПРОЦЕСІ ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ НА УРОКАХ УКРАЇНСЬКОЇ МОВИ У ПОЧАТКОВІЙ ШКОЛІ

**Анотація.** Статтю присвячено проблемі застосування мультимедійних засобів у процесі формування комунікативної компетентності учнів III–IV класів. Аналіз науково-педагогічної літератури та спостереження за роботою вчителів початкових класів щодо визначення місця і ролі мультимедійних засобів у процесі навчання української мови засвідчили актуальність і перспективність проблеми.

У статті проаналізовано поняття «комунікативна компетентність», «мультимедійні засоби» в контексті сучасного освітнього процесу в Україні. Розглянуто психолого-психолінгвістичні та педагогічні аспекти проблеми формування комунікативної компетентності молодших школярів, визначено теоретико-методичні основи використання мультимедійних засобів на уроках української мови у зазначених класах, визначено їх функціональні можливості в системі форм, методів та схарактеризовано прийоми роботи з формування комунікативної компетентності учнів.

Методика формування комунікативної компетентності студентів базується на системі підготовчих мовних, умовно-комунікативних, комунікативних вправ із мультимедійним супроводом із використанням апаратних (комп'ютер, проектор, смарт-дошка) та програмних (мультимедійних презентацій, мультимедійних видань) засобів. пропонується.

Подано результати дослідження процесу формування комунікативної компетентності учнів III–IV класів із застосуванням мультимедійних засобів на основі аналізу навчальних досягнень учнів (високі, достатні, середні, початкові).

У статті наведено експериментальні дані, які підтверджують доцільність використання мультимедійних засобів у процесі формування комунікативної компетентності учнів початкової школи, їх роль у підвищенні ефективності цього процесу.

**Ключові слова:** комунікативна компетентність; мультимедійні засоби; початкова шкільна освіта; лексичні засоби; комунікативні ситуації; система компетентнісно орієнтованих вправ із мультимедійним супроводом.