

KAPITEL 2 / CHAPTER 2²

DEVELOPING SPEAKING AND LISTENING SKILLS IN PRIMARY SCHOOL LEARNERS IN ENGLISH LESSONS: DIGITAL GAMIFICATION AS A METHODOLOGICAL RESOURCE

DOI: 10.30890/2709-2313.2025-45-01-002

Introduction

The contemporary education system requires new approaches and methodologies for developing communicative skills in primary school learners. As English has become indispensable in a globalised world, it is essential to identify effective ways of teaching it, particularly through interactive and gamified technologies. The use of gamified digital solutions significantly increases learners' motivation, ensures deep engagement, supports the development of cognitive functions, and fosters sustained interest in learning a foreign language.

A review of scholarly literature indicates that the development of young learners' speech skills has attracted considerable academic attention. In particular, issues of foreign language teaching methodology in primary school have been addressed by O. Bihych, S. Karavanova, L. Masenko, O. Pometun, and H. Sotnykova, while the theoretical foundations of developing speaking and listening skills have been examined in depth by N. Hez, Yu. Yermolenko, L. Skalkin, and others. At the same time, the relevance of integrating digital technologies into the teaching and learning process is confirmed by the works of Ukrainian and international scholars, including O. Buinytska, N. Morze, V. Sadovnyk, G. Doran, J. Hwang, and others. Gamification as an innovative means of foreign language teaching has been explored by S. Bondarenko, O. Kovalenko, J. Hidasi, and T. Malone. The synthesis of psychological, pedagogical, and methodological studies confirms the promise of digital gamification for effective English language instruction in primary school and for the development of communicative skills. This underpins the topic of the present study: "*Developing Speaking and Listening Skills in Primary School Learners in English Lessons: Digital Gamification as a Methodological Resource*".

²Authors: Bilier Oksana Slavikivna

Author's sheets: 2,11



At the same time, the current educational context in Ukraine—marked by digital transformation, blended and distance learning, and heightened psychosocial strain—reinforces the need for teaching tools that maintain learners' attention, emotional comfort, and willingness to communicate in a foreign language. For primary school learners, whose learning is closely linked to play, immediate feedback, and emotional reinforcement, well-designed gamified activities can reduce communicative anxiety, support self-regulation, and create a “safe space” for oral practice, where errors are treated as a natural part of learning rather than as failure.

Accordingly, digital gamification is viewed in this study not as entertainment, but as a pedagogically grounded resource that enables systematic practice of listening and speaking through purposeful tasks, clear rules, and measurable outcomes. By combining communicative objectives with game mechanics (points, levels, challenges, collaboration, and feedback), teachers can scaffold learners' gradual progress from receptive processing to productive speech, differentiate tasks to meet diverse needs, and ensure regular engagement with authentic language input. This perspective substantiates the rationale for developing and theoretically justifying a targeted set of exercises for primary English lessons implemented via digital gamified tools.

The aim of the study is to provide a theoretical rationale and subsequently design a set of exercises for developing speaking and listening skills in primary school learners in English lessons by means of digital gamification.

In accordance with the aim, the following objectives were formulated:

1. To analyse psychological-pedagogical and instructional-methodological literature on the research problem in order to determine its theoretical foundations.
2. To examine the current state of the development of speaking and listening skills among primary school learners in English lessons.
3. To theoretically substantiate and develop a set of exercises for enhancing primary school learners' speaking and listening skills in English lessons through digital gamification.

The object of the study is the development of foreign-language communicative skills – namely speaking and listening – in primary school learners.



The subject of the study is a set of exercises aimed at developing speaking and listening skills in primary school learners in English lessons through digital gamification.

Scientific novelty of the obtained results. The didactic potential of digital gamification tools for improving speaking and listening skills in primary school has been substantiated; an original system of exercises employing digital gamification to develop these skills has been designed; and the theoretical provisions of pedagogy related to the development of speaking and listening skills in young learners have been further elaborated.

The practical significance of the obtained results lies in the theoretical substantiation of an exercise system for developing primary school learners' speaking and listening skills in English lessons by means of digital gamification. The materials and findings of the study have practical value and may be used to design, organise, and implement educational activities aimed at effectively developing speaking and listening skills in English lessons through digital gamification tools, as well as in higher education institutions within the professional training of future primary school teachers.

2.1 Age Characteristics of Primary School Learners and Methodological Guidelines for Developing Speaking and Listening Skills

The initial stage of learning English is pivotal, as it is at this time that the psycholinguistic foundations of communicative competence and the basic skills of listening, speaking, reading, and writing are established within the curriculum. The effectiveness of instruction largely depends on the quality of the educational process, the teacher's professional expertise in selecting and applying methods and techniques, and the consideration of learners' individual needs and learning achievements.

In contemporary schooling, there is a growing tendency towards early foreign language learning. Primary education is organised into two cycles (Grades 1–2 and Grades 3–4), which corresponds to children's age-related characteristics and enables



the alignment of learners' starting opportunities, thus ensuring quality education for all. The aim of foreign language education at primary level is the development of communicative competence grounded in the linguistic, speech, and sociocultural experience of younger learners [7]. Educational practice confirms the effectiveness of lessons organised according to the communicative-thematic principle, which supports the development of all types of speech activity within specific curricular topics.

Speech activity is understood as an active, goal-oriented interaction between people, mediated by language and the communicative situation [3]. It is realised through listening, speaking, reading, and writing; however, at the initial stage the key skills for oral communication are listening and speaking. Listening is interpreted as listening with comprehension and understanding of spoken language; it involves not only acoustic perception but also interpretation of the message [16]. Speaking is the leading type of speech activity in oral form, aimed at transmitting a message from a speaker to a listener [31]. These skills are interdependent: listening functions both as a means of communication and as a foundation for an adequate verbal response.

The development of listening and speaking skills in primary school learners is determined by a complex set of psychological and pedagogical factors. At this age, concrete-imagistic thinking and the need for visual and hands-on learning are particularly important; at the same time, motivation is often external and attention is unstable, therefore instruction should be emotionally appealing and supportive. Imagination (reproductive and creative) develops intensively; involuntary attention tends to prevail over voluntary attention; and memory retains concrete facts more effectively than abstract explanations, which requires appropriate didactic organisation of learning materials. Primary school learners are also characterised by impulsivity and heightened sensitivity, which should be considered when selecting the pace of instruction, feedback, and interaction formats [28]. The development of social interaction is also significant, as primary school is a stage of active socialisation and the formation of peer relationships.

One of the key principles for developing speaking and listening skills is the communicative approach, oriented towards authentic interaction and the



meaningfulness of utterances [2]. A productive means of implementing this approach is the use of instructional communicative situations that systematically model motives for communication, interlocutors' roles, and communicative conditions. Motivation (both external and internal) and a positive classroom climate play an important role; learning outcomes improve through learner-centred interaction, interactivity, role-play, pair and group work, and the creation of "situations of success" [11]. Experience also indicates that presenting learning material in playful and dramatised forms (poems, stories, mini-plays, celebrations with songs, etc.) strengthens acquisition and sustains interest in the language.

Thus, the development of speaking and listening skills in primary school is a multi-component process that requires attention to learners' age characteristics, psychologically and pedagogically sound organisation of instruction, and systematic use of communicative and interactive methods [11]. In line with the logic of this study, the next step is to analyse the current level of development of these skills in primary school learners in English lessons.

From a psycholinguistic perspective, the primary school period is frequently described as a favourable stage for the initial formation of phonological sensitivity and pronunciation habits in a foreign language. Younger learners typically demonstrate a pronounced capacity for imitation and perceptual attunement to prosodic features (rhythm, stress, intonation), which supports the development of listening discrimination and the approximation of target-language pronunciation patterns in speaking. At the same time, their limited metalinguistic awareness and relatively low tolerance for abstract rule explanation necessitate an instructional focus on meaningful input, repeated exposure, and guided practice rather than on explicit grammatical analysis at the outset. Consequently, methodological decisions at this stage should prioritise rich auditory input, stable classroom routines, and tasks that enable children to act on meaning (e.g., selecting, matching, arranging, responding physically), thereby linking comprehension with observable performance in age-appropriate ways.

Cognitive characteristics of learners aged approximately 6–10 also have direct implications for instructional design. Primary school learners often rely on situational



cues and visual support to interpret meaning, while their working memory capacity and sustained attention are still developing. This means that listening tasks should be short, clearly structured, and supported by predictable scaffolds (pictures, gestures, key-word prompts, graphic organisers) that reduce cognitive overload and help learners allocate attention to essential information. In addition, the predominance of involuntary attention suggests that novelty, emotional engagement, and frequent shifts in activity type are not optional “extras” but core didactic conditions for maintaining involvement in language work [28]. Therefore, methodological guidelines should include a balanced alternation of listening, short speaking turns, movement-based tasks, and micro-interaction patterns (pair exchanges, choral responses, “think–pair–share”), especially in Grades 1–2, where the adaptational and play-based cycle requires particularly gentle pacing.

In the context of listening, it is important to treat the skill not merely as “hearing” but as a multi-layered process that involves decoding the acoustic stream, segmenting it into meaningful units, and constructing an interpretation that fits the communicative situation [16]. For young learners, comprehension often depends on a combination of bottom-up mechanisms (recognising familiar sounds, words, and chunks) and top-down mechanisms (anticipating meaning from context, pictures, and background knowledge). Methodologically, this implies that teachers should plan listening instruction through a staged procedure that prepares learners for comprehension, supports them during listening, and consolidates understanding afterwards. Pre-listening may include activating prior knowledge, introducing essential lexical items through visuals, and setting a concrete purpose for listening (e.g., “Find who has the red bag”). While-listening should focus on achievable micro-tasks (identifying key information, choosing pictures, sequencing events, true/false decisions) rather than on exhaustive comprehension. Post-listening stages can extend into short guided speaking activities (repeating key phrases, completing sentence frames, role-playing simple dialogues) that transform comprehension into oral production and strengthen retention.

The selection of listening materials is equally consequential. At the initial stage, teacher talk and audio recordings should provide comprehensible input and



demonstrate clear models of pronunciation, intonation, and functional classroom language. Importantly, “comprehensible” does not imply oversimplified or unnatural language; rather, it involves didactic adaptation through controlled length, slower tempo, strategic repetition, and the use of familiar lexical patterns within meaningful contexts. Songs, chants, short stories, and micro-dialogues can function as effective input sources because they combine rhythm and repetition with emotionally engaging content and predictable structure. Such formats support phonemic awareness, reinforce lexical chunks, and provide a natural bridge to speaking practice, especially when accompanied by actions, puppets, or picture sequences that anchor meaning and maintain attention.

With regard to speaking, methodological guidelines should reflect the developmental trajectory from imitation and controlled reproduction to guided and more independent production. In primary school, speaking competence emerges most productively through frequent short turns rather than through extended monologues. Early speaking tasks should therefore rely on formulaic expressions and functional classroom routines (“Can I...?”, “I like...”, “It’s my turn...”) that allow learners to participate in communication even with limited linguistic resources. Gradually, controlled practice (substitution drills within communicative frames, sentence-building with word cards, question–answer patterns) can evolve into semi-controlled tasks (information-gap exchanges, “find someone who...”, simple interviews) and later into more open communicative activities (mini-presentations with visual prompts, storytelling based on pictures, role-play in everyday scenarios). This progression supports the gradual automatising of language patterns and reduces anxiety by ensuring that learners experience success at each step [11].

A particularly important methodological consideration concerns error treatment and feedback in oral work. At the primary stage, excessive correction may inhibit learners’ willingness to speak, especially given their heightened sensitivity and fear of public mistakes [28]. Therefore, feedback should be supportive, selective, and aligned with the lesson’s communicative objective. For instance, during fluency-oriented activities, teachers can prioritise meaning-focused feedback (confirming



understanding, prompting clarification) and use gentle corrective techniques such as recasts or modelling the correct form in context, rather than interrupting learners' speech. In more accuracy-focused moments (pronunciation of a target sound, a recently introduced structure), brief corrective prompts and collective rehearsal can be appropriate. Such a balance helps preserve communicative confidence while still guiding learners toward more accurate language use.

The organisation of interaction in the classroom also functions as a methodological resource for developing listening and speaking. Since oral skills require real-time processing and response, learners need structured opportunities for interaction beyond teacher–class exchanges. Pair and group formats create more “speaking space,” increase the number of communicative turns, and support peer modelling, which is developmentally relevant given the growing importance of social interaction at this age. Moreover, cooperative structures (team challenges, role distribution, shared goals) reinforce social skills and responsibility, while also providing a psychologically safer environment for oral participation. In this sense, communicative situations should be designed not only as linguistic tasks but also as pedagogical scenarios that regulate roles, turn-taking, and supportive peer behaviour, thereby aligning language learning with broader developmental goals.

Finally, methodological guidelines for the primary stage should incorporate ongoing formative monitoring of learners' progress in listening and speaking. Because oral competence is dynamic and context-dependent, assessment should focus on observable performance indicators (ability to understand key information, respond appropriately, use target phrases, maintain a short dialogue) rather than on isolated language knowledge. Developmentally appropriate assessment formats include teacher observation checklists, simple performance descriptors, learner self-assessment through icons or traffic-light scales, and brief speaking tasks with visual support. Such approaches allow teachers to adapt instruction, provide targeted scaffolding, and sustain motivation by making progress visible and attainable.

Integrating these age-related and methodological considerations demonstrates that the development of listening and speaking skills in primary school is best achieved



through a structured system of communicative practice, scaffolded input, supportive interaction, and psychologically safe feedback [11]. In line with the logic of this study, the next step is to analyse the current level of development of these skills in primary school learners in English lessons.

2.2 The Current State of Developing Primary School Learners' Speaking and Listening Skills in English Lessons

Contemporary approaches to teaching English in primary school are undergoing substantial transformation, primarily aimed at strengthening learners' communicative skills, particularly speaking and listening. These changes in primary education concern goals, learning outcomes, content, organisational approaches, and assessment practices. The Law of Ukraine "On Education", the New Ukrainian School (NUS) Concept, and the State Standard constitute the methodological and regulatory basis for these reforms. In 2017–2018, a new State Standard for Primary Education and two model educational programmes for Grades 1–2 were developed and approved. These programmes conceptualise educational outcomes through learning outcomes, key and subject competences, and cross-cutting skills. The implementation of the renewed content requires teachers and methodologists to be prepared to work with new curricula and instructional resources and to strengthen psychological readiness for new forms of educational interaction with learners [27].

The 2018–2019 academic year marked the beginning of a large-scale reform of foreign language education in Ukrainian schools. The reconsideration and modernisation of traditional methods, forms, and teaching tools—especially in Grade 1—created the need to seek new or updated methodological approaches to organising instruction. The NUS Concept clearly outlines strategic directions for the development of contemporary school education, which, in turn, determine the renewal of foreign language teaching content [26]. Ensuring quality primary education for all children is a key priority of the Ukrainian school reform, as stated in the Law of Ukraine "On Education" and the conceptual foundations for secondary school reform. Primary



school was the first level to undergo renewal, based on the principles of child-centredness, partnership, responsiveness to learners' needs, the development of new State Standards and educational programmes, and updated approaches to assessing learning achievements.

According to the State Standard for Primary Education and the model curricula, English language teaching should ensure not only the development of grammatical knowledge but also the development of communicative skills. This emphasises the importance of integrating speaking and listening into everyday classroom practice. The initial stage of foreign language learning is particularly significant. Within the NUS reform, primary education is structured into two cycles: the adaptation-and-play cycle (Grades 1–2) and the core cycle (Grades 3–4). This structure requires teachers to employ a variety of forms, methods, and techniques for developing foreign language communication. In the first cycle, play-based forms of work are prioritised, and their duration should be adapted to each learner's needs; engaging children in activity-based learning through games is viewed as an effective way to support foreign language communication.

Research by I. Dushnitska indicates that children who actively learn foreign languages demonstrate higher levels of concentration, attention, patience, and quick-wittedness compared to peers who do not learn foreign languages [9]. Contemporary school curricula also stress the importance of developing foreign language communicative competence as a multidimensional construct. The NUS Concept identifies communication in foreign languages as one of the key competences. This competence includes understanding simple utterances in a foreign language and developing intercultural communication skills [7]. Accordingly, competence-based education is an objective necessity shaped by current societal demands. The quality of foreign language education directly depends on the teacher's personality and professionalism: a primary school teacher should be multicultural, master contemporary methodologies—including the sociocultural approach—and recognise the need for continuous renewal of instructional practice. The teacher not only transmits knowledge but also promotes learners' cultural development, helping them



become individuals who can understand and value the cultural diversity of the world. Opportunities to work independently with authentic sources, communicate with peers from different countries, and develop interest in life in other societies serve as important motivational factors for learning foreign languages [9].

Thus, the current state of developing speaking and listening skills in primary school is dynamic and requires continuous methodological refinement. This is driven by increasing societal expectations regarding foreign language proficiency, as well as ongoing changes in curricula and standards. The principal challenge for the contemporary teacher is continuous professional development, adaptability, and openness to innovation.

Against this background, it is appropriate to analyse current methodologies for teaching English in primary school with a focus on speaking and listening development. Among these methodologies, the communicative approach is central: it presupposes active language use in meaningful, context-rich situations, and it is frequently combined with interactive technologies (e.g., video materials and online resources) that support listening development and enable learners to compare their knowledge with authentic input.

The communicative approach creates conditions in which learners regularly hear English produced by native speakers or teachers with a high level of proficiency. This exposure helps learners become accustomed to the sound system of English, distinguish phonetic and intonational patterns, and comprehend meaning in context. Furthermore, communicative teaching employs diverse tasks that require active listening – for example, learners listen to stories, songs, and dialogues and then answer comprehension questions, retell what they have heard, or complete other tasks that presuppose understanding spoken language [3]. With regard to speaking, learners engage in role-plays, dialogues, and discussions where they can use English to express thoughts, feelings, and ideas. An important feature of the communicative approach is that it does not prioritise grammatical accuracy at the initial stage; the key aim is to encourage learners to speak without fear of making mistakes. Over time, systematic practice and teacher support contribute to greater grammatical correctness and



confidence.

In addition, the communicative approach in foreign language learning is grounded in the principle of dialogue of cultures, which involves: (a) creating an enriched learning environment through continuous contact with the language, culture, and traditions; (b) incorporating intercultural content into instructional materials by modelling intercultural dialogue; and (c) organising intercultural communication, which fosters tolerance, intercultural sensitivity, sociocultural awareness, and the ability to view the world through another person's perspective [33]. At the primary level, foreign language learning is also intended to help children gain social experience and learn to communicate in diverse situations with different interlocutors (family members, peers, and adults), using the foreign language both in and beyond the school context. Learners should also understand that while the native and foreign languages share certain features, they differ in communicative practices as well [1].

Notably, the communicative approach is closely linked to interactive learning technologies, and for effective development of listening and speaking these should be used in combination. Contemporary technologies – computers, tablets, interactive whiteboards, and educational software – open new opportunities for developing listening and speaking in primary school learners by creating an engaging and motivating learning environment in which children can practise communicative skills. Such technologies shift learners from a passive role to that of active participants. First, they provide a wide range of audio materials for classroom use (native-speaker recordings, songs, audiobooks, dialogues, etc.), which helps learners become accustomed to the sound of the foreign language and differentiate sounds and intonation. They also allow teachers to design listening tasks that require active learner participation (answering questions, filling gaps, completing comprehension activities, etc.).

It is also important that contemporary instructional materials, including textbooks and workbooks, often integrate digital components such as QR codes. By scanning them, learners can access audio recordings of texts. Although these texts are typically short, they contain substantial information; for deeper comprehension, learners may



rely on textbook illustrations that provide contextual orientation and visual support [8]. In addition to ready-made resources, teachers can produce their own audio recordings—for example, pronunciation models for difficult sounds, intonation patterns for sentence analysis, and audio dictations—which can be used both for whole-class instruction and for individualised learning. Systematic use of video materials not only supports reading development but also helps automatise letter and syllable recognition and increases learners' confidence. Such instructional tools diversify traditional approaches to listening instruction and align with contemporary requirements for integrating digital resources into education [8].

Teachers may also create their own interactive tasks using platforms such as Quizlet, Kahoot, Wordwall, LearningApps, and others. These digital tools make tasks more engaging by awarding points for correct answers, thereby increasing learner interest; their competitive and motivational features activate learners' cognitive activity and support engagement, particularly in listening-focused tasks. Moreover, interactive technologies offer multiple opportunities for practising speaking: through computer programs, online platforms, and interactive games, learners can participate in role-play, dialogues, discussions, and other forms of oral communication. A key advantage of such technologies is the creation of a safe and comfortable environment for speaking practice, where learners are less afraid of making mistakes because communication may occur with a digital tool or with peers rather than exclusively with the teacher.

Based on the analysis of contemporary methodologies, their advantages include: increased motivation (learning becomes engaging and meaningful); individualisation (instruction can be adapted to learners' proficiency levels, pace, and needs); diversity of materials (a wide range of audio and video resources for listening and speaking development); and active learner participation, which promotes deeper learning and communicative growth. Effective English language teaching in primary school therefore presupposes an integrated use of methods and approaches. Combining the communicative approach with interactive technologies makes it possible to account for individual differences and to make learning both engaging and effective.



At the same time, contemporary English language teaching in primary school faces a number of challenges that require flexibility and adaptation to learners' needs. Educational goals can be achieved only through a methodologically competent teacher who masters contemporary methods and takes into account the psychological characteristics of younger learners. From the first days of schooling, it is essential that instruction be grounded in relevant and effective methodologies [24]. However, a shortage of teachers with specialised preparation for working with younger learners complicates foreign language instruction. Teaching a foreign language to children who have not yet fully developed native-language communicative competence is a serious challenge. In this age group, success largely depends on psychological comfort, positive emotions, and motivation for communication provided by the teacher. In addition, it should be acknowledged that some primary school teachers may not have a sufficiently high level of English proficiency to teach speaking and listening effectively, which constitutes a significant problem [24]. Hence, teachers need opportunities for continuous professional development through courses, training, and methodological support.

Learner motivation is another common challenge. Many children experience fear of public speaking or making mistakes, which can lead to negative attitudes toward speaking. A successful start in foreign language learning is crucial for sustaining motivation in subsequent stages. Learning outcomes and learners' attitudes to the subject largely depend on how creatively and emotionally the teacher conducts lessons. In this regard, play-based and interactive technologies are particularly effective in primary school; the teacher's professionalism in applying game techniques and visual aids strengthens motivation, increases lesson effectiveness, and promotes better acquisition of learning material. Pedagogical mastery may appear externally as the ability to solve instructional tasks and organise teaching effectively; however, its deeper essence lies in personal and professional qualities that determine the success of pedagogical activity. Therefore, a genuine teacher strives for continuous self-improvement, integrating personal culture, knowledge, and worldview into professional practice [27].



A further difficulty concerns limited resources. Many schools—especially in rural or remote areas – have restricted access to contemporary learning materials, audio and video resources, interactive platforms, and technological equipment. To address this problem, it is necessary to seek alternatives, including free online resources that offer varied exercises for developing speaking and listening skills. It is also possible to mobilise additional support by engaging educational authorities, charitable organisations, and parents. Parental support at home (watching cartoons and programmes in English, reading books, listening to songs) can also contribute to learners’ language development. Finally, creative teachers can produce their own materials to support speaking and listening – for example, recording audio materials (teacher’s voice or native-speaker samples), producing short explanatory videos, creating vocabulary cards for pronunciation practice, and designing games and tasks for classroom use.

In summary, the implementation of contemporary methodologies for teaching English in primary school entails both benefits and challenges; nevertheless, these challenges can be mitigated through interactive and practice-oriented approaches. By focusing on speaking and listening development, teachers can create an effective learning environment that supports successful language acquisition. One promising direction in this regard is the use of digital technologies, which diversify instruction and make it dynamic and engaging for children. Digital tools promote learners’ active communication and help overcome the language barrier in a natural way. Therefore, the next stage of the present study addresses digital gamification as a contemporary means of developing primary school learners’ speaking and listening skills.

2.3 Digital Gamification as a Contemporary Means of Developing Primary School Learners’ Speaking and Listening Skills

In the contemporary world, teachers face new tasks that require adapting instruction to learners’ needs, interests, and expectations. Educators therefore need to employ diverse methods and approaches that ensure active learner participation and



sustain motivation and engagement in learning.

Motivation is a key factor in the successful acquisition of any new activity. Only a motivated learner is able to learn effectively and apply newly acquired knowledge and skills in everyday life. Consequently, motivation to learn English is a primary task for a teacher when planning a lesson: how can learners be engaged, and what can encourage them to learn something new and challenging? The development of contemporary pedagogical paradigms and educational trends, reinforced by the use of ICT, promotes the adoption of innovative approaches and active learning methodologies. Teachers continuously seek ways to “activate” learners’ potential and orient them towards achieving higher levels of performance. In English language learning, an effective tool for fostering stable interest in the subject and facilitating the learning process is the use of game-based educational technologies, commonly referred to as gamification.

The spread of social networks and technological devices enabling rapid information exchange (smartphones, tablets, netbooks, etc.) has significantly influenced the development of gamification. Games and game elements have always been an integral part of education; however, in recent years, with the growing popularity of computer games, gamification has acquired particular relevance and has become one of the key trends in contemporary education.

Given that the concept of “gamification” is relatively new, it is important first to clarify its meaning. Scholars interpret this concept in different ways, which has generated active discussion and debate. The term “gamification” derives from the English word gamification and game (play), while the term edutainment combines education and entertainment; thus, both are rooted in the notion of “game” [15]. Nevertheless, despite their apparent similarity, these concepts are not identical.

Unlike games that primarily aim to entertain, gamification is oriented towards achieving specific objectives, such as knowledge acquisition and the development of skills and competences. Gamification (also referred to as igrofikatsiia or game-isation) is understood as the application of game methods and elements in non-game contexts in order to stimulate active participation in solving tasks [12]. Although gamification



has become the subject of extensive research, the analysis of scholarly works demonstrates that there is still no single universally accepted definition of the term.

The game designer Nick Pelling first used the term “gamification” in 2002 while developing a user interface. He conceptualised gamification as a means of making learning more engaging by transforming ordinary tasks into a game-like process [10]. Building on this idea, G. Zichermann and C. Cunningham emphasised the application of game elements in non-game environments to facilitate users’ more effective acquisition of information [18]. According to K. Salen and E. Zimmerman, gamification constitutes a system in which players participate in resolving an artificial conflict governed by rules and producing a quantifiable outcome. In contrast to games, the purpose of gamification is the achievement of a specific learning objective rather than entertainment. Gamification utilises game mechanisms widely employed in contemporary games, especially multiplayer ones. A key distinction is that participants focus on achieving goals and outcomes of their activity rather than on the game itself; game elements are integrated with real-life situations to motivate behaviour under particular conditions.

O. Tkachenko [29], analysing gamification in education, defines it as the use of game elements and techniques in a non-game environment to engage learners in solving a range of tasks. In her view, educational gamification encompasses two directions: (1) the use of game techniques (models, materials, rules) to facilitate the acquisition of learning content delivered through traditional means (lectures, textbooks), and (2) the design of educational games in which learners study through play and immersion in a virtual game world.

Thus, gamification of the educational process can be understood as the application of game-based methods and technologies to enhance learners’ mastery of knowledge. It presupposes the creation of an engaging learning environment through the use of contemporary digital tools. The effectiveness of gamification was demonstrated long before digital technologies became a core component of education; earlier, it was implemented through leaderboards, badges, special cards, and similar instruments. With the expansion of digital technologies, a new—computer-based – form of



gamification emerged, which is particularly relevant, effective, and attractive in today's context.

Digital gamification refers to the use of game elements, mechanics, and design in digital learning environments to increase motivation, engagement, and learning effectiveness. It is grounded in the principles of gamification but implemented through digital technologies such as mobile applications, online platforms, interactive simulations, and virtual reality. Like any educational method, digital gamification has both strengths and limitations. Its key advantage lies in its ability to concentrate learners' attention on unfamiliar or challenging content and to present it gradually, which supports stronger learning and consolidation before moving to subsequent topics. This staged progression contributes to the effectiveness of the learning process.

As noted above, gamification has long been used to improve learners' academic achievement and demonstrates a number of advantages, including:

- *Interest and activity.* Game elements make learning engaging, dynamic, and partly unpredictable, which helps maintain learners' attention and stimulates interest.
- *Development of teamwork skills.* Team-based gamified activities support learner cohesion and improve communicative skills; collaborative goal achievement builds a sense of team spirit and encourages cooperation.
- *Personalisation of learning.* Gamification enables consideration of individual differences in learners' information processing [30].
- *Active participation in learning.* Gamification ensures learners' involvement through interactive tasks.
- *Immediate feedback.* Through achievements, points, and ratings, learners receive rapid feedback, which helps them identify strengths and weaknesses and determine areas that require additional practice.

At the same time, O. Karabin [13] notes several limitations associated with implementing digital gamification in education, including insufficient teacher preparation in ICT; the need for high levels of computer literacy among all participants in the educational process; adequate technical equipment; time costs for designing and implementing gamified activities and preparing tasks; difficulties in integrating game



technologies into instruction; deficits in communication and understanding of gamification goals; and possible technical failures (power outages, lack of Internet access, hardware malfunction), all of which can complicate lesson delivery.

Therefore, digital gamification should be viewed primarily as a means of increasing learning efficiency by helping learners master content more effectively and encouraging sustained engagement. However, it must be implemented thoughtfully and systematically in order to achieve meaningful results. Today, digital gamification is a key tool in foreign language learning, particularly for young learners. Educational transformations are driven by strategic directions in contemporary schooling aimed at developing key competences in primary school learners. O. Savchenko emphasises that primary school becomes a subject of educational renewal earlier than other levels, as it is based on child-centredness, partnership, responsiveness to children's critical needs, the development of new national standards and educational programmes, and updated assessment of learning outcomes [27].

Researchers also argue that the most favourable period for rapid and relatively effortless foreign language acquisition is from birth to approximately 8–9 years of age. As children grow older, it becomes more difficult for the brain to process two or three languages in a native-like manner. Since six-year-olds typically have limited experience of formal learning, they rely on experiences gained in preschool years, including basic knowledge about themselves and the surrounding world, the ability to examine and discuss pictures, use visual objects, recite poems, follow movement instructions, communicate with peers and adults, express emotions, use intonation and gestures, role-play short scenes, and, importantly, engage in games.

Experience indicates that primary school learners often demonstrate high initial motivation to learn a foreign language; this supports their willingness to practise sounds despite rapid fatigue. The use of playful materials (counting rhymes, tongue twisters, children's poems, etc.) contributes to comfortable memorisation of articulatory patterns and supports attentive listening to sounds. Games cover all types of speech activity, including listening, speaking, reading, and writing; therefore, they facilitate high learning outcomes. Another important advantage is that games can be



implemented in different formats—individually, in pairs, in small groups, or in teams. Listening skills are fundamental for successful task completion and information retention, and games provide an effective tool for developing these skills as well as for expanding vocabulary and training memory.

The game-based format represents a simple, visual, creative, and meaningful teaching method that motivates learners to study a foreign language and helps create a communicative classroom atmosphere, thereby increasing the effectiveness and quality of instruction. The use of games in English lessons supports learners' sense of belonging, tolerance, and awareness of community across cultures, and it promotes the development of memory, thinking, imagination, communicative skills, and abilities. Game-based learning allows learners to apply what they have learned in practice, which strengthens retention. It also fosters creative thinking and imagination, which are important for free self-expression. Achievements in games positively influence self-esteem and confidence, while participation in games contributes directly to the development of communicative skills, particularly speaking and listening.

The use of digital gamification in education enables more effective knowledge transmission and stimulates learners' cognitive interest and activity by making learning interactive and personalised. This supports the development of critical thinking, communicative skills, and other key competences necessary for success in education and life. K. Hnatyk and K. Fodor emphasise that one of the most important advantages of digital technologies in education is the possibility of accessing information regardless of place and time [6]. Online platforms and digital resources allow learners to study at a comfortable pace and according to an individual schedule, thereby increasing flexibility and accessibility. Digital technologies provide a variety of tools and resources that enhance learning effectiveness, including interactive models, virtual laboratories, and multimedia content that make complex concepts more comprehensible and present learning material in an engaging and accessible form. Digital tools also support collaboration and communication between learners and teachers.

Digital tools and platforms such as Kahoot, Quizlet, Wordwall, ClassDojo, and



Duolingo exert a substantial influence on the development of speaking and listening skills in primary school English lessons. These platforms can effectively address various educational and sociocultural tasks, including developing reading skills using materials of different levels of complexity, improving listening through authentic audio recordings, practising oral speech through discussion, enriching learners' vocabulary with contemporary lexical items, and introducing cultural aspects such as language etiquette and traditions of the target-language country. By meeting learners' natural curiosity for information search and online activity, teachers create a supportive learning environment that motivates active foreign language learning. Owing to an engaging format of content delivery, learning does not overload learners' nervous system, as knowledge is acquired through involuntary memory processes [6].

Among the most popular online resources that can transform English learning into an enjoyable and useful activity, Kahoot! is an interactive quiz-based platform that supports the development of listening and speaking through gamification and competition. It can be accessed via a web browser or the Kahoot application in Google Play or the App Store. Learners can develop speaking and listening skills through audio questions (listening to words, phrases, or dialogues and selecting the correct answer), teacher- or system-voiced answer options, repetition tasks (imitating a spoken model), and group quizzes in which learners explain choices or engage in discussion. Consequently, Kahoot! is a powerful tool for developing speaking and listening in primary school because it enables interactive learning, increases motivation through gamification, develops listening comprehension and pronunciation, and allows teachers to adapt tasks to learners' levels.

Another versatile tool is Quizlet, which offers multiple opportunities for developing speaking and listening. Its built-in text-to-speech function enables learners to listen to accurate pronunciation of words and phrases; learners can repeat words and sentences after a model to improve auditory recognition; the "Spell" function диктує words that must be correctly typed, training listening comprehension; picture-based flashcards encourage learners to repeat words aloud; learners can record their own pronunciation and compare it with a model; and game modes such as "Match" and



“Gravity” stimulate rapid oral production before selecting answers. This platform is particularly useful because flashcards combining images, text, and audio support memorisation of new vocabulary, while opportunities to work with authentic audio contribute to the development of appropriate intonation. Individualisation is also important: learners can study at their own pace, and teachers can create personalised sets of cards aligned with the class level. Therefore, Quizlet is an effective tool for developing speaking and listening through interactive cards, audio functions, and a game-based approach.

Wordwall is not only a platform for creating interactive games but also an effective tool for formative assessment: it allows teachers to monitor learners’ mastery of content, adapt subsequent instruction, and evaluate progress towards learning objectives. With respect to speaking and listening, learners can use activities in which they listen to a word or phrase and choose a correct option, or complete matching tasks between sound and text, which supports phonemic awareness. Learners may also voice answers, justify choices, and construct sentences, which promotes active language use. Overall, digital platforms contribute to the development of listening and speaking by creating an engaging interactive environment; they support vocabulary retention, accurate pronunciation, vocabulary expansion, and communicative competence development in the process of learning English.

In contemporary education, digital gamification plays an increasingly important role. International experience demonstrates the effectiveness of game mechanics in learning, supporting the development of 21st-century skills such as critical thinking, teamwork, and adaptability. Numerous successful examples of digital gamification in educational institutions worldwide can be identified. In the United States, for example, Duolingo and Minecraft: Education Edition are actively used to support foreign language learning. These platforms align with current educational trends, including gamification, adaptive learning, and interactivity. Minecraft: Education Edition creates an immersive language environment in which learners use the foreign language for interaction, teamwork, and quest completion; this approach supports communicative skills and fosters motivation. Duolingo provides personalised, gamified learning by



adapting tasks to the learner's level; it develops all language skills, and the Duolingo for Schools version enables teachers to monitor learners' progress [34]. Finnish education, known for its emphasis on individualised learning, also employs gamified platforms such as Seppo, which facilitate interactive learning scenarios and enable learners to study in a playful format that supports deeper learning. Kahoot is widely used in the United Kingdom, Australia, and Canada; owing to its flexibility, Kahoot games can be applied at different stages of learning and for diverse didactic purposes, while its ease of use and relatively low time costs make it a valuable tool for formative assessment.

In conclusion, digital gamification is widely and successfully implemented internationally, combining learning with game mechanics. It increases learner engagement and creates an interactive learning environment, which can substantially improve foreign language proficiency. To explore the possibilities of applying digital gamification in English language teaching in practice, the next stage of the present study addresses the theoretical foundations of a set of exercises aimed at developing primary school learners' speaking and listening skills in English lessons through digital gamification.

2.4 Rationale for a Set of Exercises Aimed at Developing Primary School

Learners' Speaking and Listening Skills in English Lessons through Digital Gamification

The contemporary world is characterised by the rapid development of digital technologies that penetrate all spheres of life, including education. Digital technologies open up new opportunities for learning, making it more engaging, effective, and accessible. The use of digital technologies to develop primary school learners' speaking and listening skills is particularly relevant, since the foundations of foreign language proficiency are established precisely at this age [13].

Traditional teaching methods often prove insufficiently effective for developing speaking and listening. Learners may feel uncomfortable speaking in front of the class,



or they may struggle to concentrate on an audio recording. Digital gamification offers an innovative approach that combines game elements with digital technologies. A game-based learning format enhances learners' motivation and interest and creates a positive atmosphere in which learners are not afraid of making mistakes and participate actively in the learning process.

As noted above, the integration of digital technologies into primary school English lessons has a number of advantages, including interactivity, access to resources, personalisation, feedback opportunities, the development of critical thinking, and increased motivation. These factors indicate that designing a set of exercises grounded in digital technologies is a necessary step towards improving English language learning, particularly in the domains of speaking and listening.

The development of a set of speaking- and listening-oriented exercises for primary school learners based on digital gamification requires consideration of a range of principles, methods, and tools. Such exercises should address all key aspects of speaking and listening development, correspond to young learners' psychological and age-related characteristics, be engaging and motivating, and facilitate the achievement of instructional objectives.

For further analysis, it is first necessary to clarify the notion of an exercise. This issue has been addressed in numerous studies in psychology, didactics, and language teaching methodology. In psychology and didactics, an exercise is commonly understood as repeated performance of actions or activities aimed at mastering them (Vygotsky, Vyshnevskiy, Pidlasyi, Skatkin), repeated performance of certain actions in order to form and improve skills and abilities in learning (Yarmachenko), as well as training based on regularly repeated actions directed at acquiring a particular mode of activity (Onyshchuk) [32].

V. Redko [26] criticises the widespread definition of an exercise as repeated repetition of learning material. He argues that such an interpretation is overly narrow because it covers only training exercises and overlooks informative and speech-oriented ones. The scholar emphasises that repeated action is indeed characteristic of language-focused exercises intended to form skills. However, for speech-oriented



exercises, the priority criterion is whether a learner can consciously use the formed skills in speech, which indicates the development of speech abilities. In other words, Redko proposes a more differentiated approach to defining an exercise by distinguishing training, informative, and speech-oriented exercises and recognising their specific features.

Language skills are formed through repeated performance of language operations. Actions related to developing speech abilities are commonly referred to as speech-oriented exercises. Their essence is that, on the basis of already formed skills (acquired through repeated operations of mastering the meaning and form of language units), learners master the functions of these units in real communicative situations (oral and written) within a given topic [26]. In other words, speech-oriented exercises involve recombining language material in accordance with communicative needs and conditions of interaction. Researchers stress that within a communicative approach to teaching, all exercises should have a speech-oriented character, that is, they should function as exercises in communication.

Since the present study focuses on the development of speech skills and the abilities underlying speech activity, we operate with the concept of exercise as defined by V. Redko [32]. The development of primary school learners' listening and speaking skills depends on the use of appropriately selected exercise types and on their proper organisation.

When designing speaking and listening exercises on the basis of digital technologies, it is advisable to draw on specific pedagogical approaches, primarily the activity-based approach and the individual approach.

The activity-based approach is key for implementing the concept of the New Ukrainian School. The use of play-based and activity-oriented learning methods is vital for children's holistic development and for building competences that will support their future success. An analysis of international research and educational practice suggests that the activity-based approach—especially learning through play – is among the most effective and natural ways to prepare a child for the future. It supports the development of transversal skills that are critical in today's world. In education, the activity-based



approach implies moving away from the traditional “explain–consolidate–check” model towards active learning in which the learner explores, collaborates, and justifies opinions. This approach constitutes one of the foundations of the New Ukrainian School [14].

With respect to speaking and listening, the activity-based approach enables learners not merely to listen and memorise information, but to apply it in practice. Digital technologies provide multiple opportunities for implementing activity-based learning. Learners can participate in virtual role-plays in which they communicate in English with peers or virtual characters. This supports communication within the group and helps develop teamwork skills even among the youngest learners.

The individual approach involves taking into account each learner’s needs and personal characteristics. Digital technologies allow the learning process to be adapted to each learner’s level of preparedness and interests. A teacher can design individualised tasks, while learners can work at their own pace, revisit challenging points and repeat them as many times as needed, and choose tasks that align with their interests.

Thus, the activity-based approach ensures learners’ active interaction with the language environment through games, projects, and communicative tasks, whereas the individual approach makes it possible to tailor learning to learners’ needs through personalised technologies, adaptive applications, and independent reflection.

A review of scholarly and methodological literature suggests that the effectiveness of digital gamification in primary school English lessons depends on a set of principles that includes communicative orientation, consideration of age characteristics, interactivity, accessibility, visual support, motivational support, individualisation, systematicity, and progression [4].

The principle of age appropriateness implies that exercises should correspond to primary school learners’ developmental characteristics and be understandable and engaging. The principle of communicative orientation means that exercises should target learners’ ability to communicate in English in real-life situations. The principle of accessibility follows from the need to consider learners’ age and individual



differences. The principle of systematicity and progression presupposes that exercises are organised consistently, with gradual complication of tasks and continuous development of skills. The principle of interactivity is central for digital gamification, since it requires the use of digital tools to involve learners actively in the learning process.

These principles underpin the present study, as they are considered effective for developing speaking and listening in a foreign language with primary school learners.

In addition to principles, it is important to consider the methods through which effective language-learning exercises can be designed. Among these are:

- *Communicative method*: creating near-authentic situations in which learners use English for interaction. It can be implemented through role-plays, dialogues, discussions, and simulations of everyday situations (e.g., ordering food in a café, meeting someone). Such activities foster spontaneous speech, teach language use in context, and increase motivation.

- *Game-based method*: using games for learning and practising skills. This is one of the core methods for digital gamification and can be implemented through online games, quizzes, and contests. It makes learning engaging, supports memory, attention, and logical thinking, and reduces stress and tension.

- *Interactive method*: using modern technologies (online platforms, mobile applications, interactive games, virtual classrooms) to make learning more accessible and motivating, provide individualisation, and enable tracking learners' progress.

- *Modelling method*: creating virtual situations in which learners can practise speaking and listening.

- *Project method*: engaging learners in projects related to English learning, which fosters creativity and independent work skills.

It is essential to consider learners' age characteristics when designing exercises. For younger primary learners (Grades 1–2), it is preferable to use simple and engaging games, picture-based card tasks, and short audio and video materials. For older primary learners (Grades 3–4), more complex games, quizzes, role-plays, projects, and audio/video materials with problem-based elements can be used [28].



The implementation of any teaching method—including digital gamification for developing primary learners’ speaking and listening—is impossible without appropriate means and tools. The concept of a “means” can be considered in two aspects. Dictionaries define a “means” as: (1) a technique or special action that enables something to be carried out or success to be achieved; (2) an instrument used to perform an action or attain a goal [5].

Within this study, we interpret a means as an exercise designed to develop primary school learners’ speaking and listening skills through digital gamification. This means functions as an instrument for achieving the research aim, namely improving learners’ English proficiency. Accordingly, teaching aids are interpreted as the technical support required to implement the proposed means.

Technical support refers to various objects used to create an effective learning environment and to facilitate learners’ active learning, education, and development [25]. In developing a set of speaking and listening exercises on the basis of digital technologies, technical support may include online platforms and services, interactive whiteboards and projectors, mobile applications, virtual classrooms and videoconferencing platforms, audio and video materials, social networks, and online communities, among others.

It is important to emphasise that the proposed means does not exist in isolation: it is grounded in the pedagogical approaches, principles, and methods identified above, which determine its structure, content, and implementation.

There are several approaches to classifying exercises, each based on particular criteria. Six criteria are commonly distinguished, two of which are primary: (1) whether an exercise is oriented towards receiving or producing information; (2) the level of communicativeness [17].

According to the information-processing orientation, exercises may be:

- receptive (focused on perception);
- receptive–reproductive (focused on perception and reproduction);
- reproductive;
- productive (focused on reproduction and creation).



In receptive exercises, the learner perceives information through listening or visual input and demonstrates comprehension by recognising and distinguishing sounds, graphemes, grammatical structures, and by understanding an oral or written message. Reproductive exercises require the learner to reproduce (fully or partially) material already learned (a word, sound, sentence, or text). Importantly, all reproductive exercises are effectively receptive–reproductive, because the learner first perceives the information and then reproduces it [17]. Productive exercises involve the learner’s independent production of utterances of different levels (from a sentence to a text) in oral or written form. If production is preceded by perception and comprehension of a text, the exercise is considered receptive–productive.

According to the degree of communicative orientation, exercises are classified as non-communicative, conditionally communicative, and communicative [17]. Since this study focuses on speaking and listening, particular attention is given to conditionally communicative and communicative exercises as the most effective for achieving the stated aim.

Communicative exercises, according to V. Tsarkova, constitute a form of communication specifically created to enable learners to practise a foreign language. In essence, communicative exercises represent purposeful speech activity that provides listening practice through the systematic overcoming of auditory difficulties. When performing such exercises, learners develop the ability to anticipate content, identify key information, differentiate secondary details, establish cause-and-effect relations, focus on characters’ actions and characteristics, follow the logical sequence of events, and maintain that sequence when retelling [19].

Conditionally communicative exercises model real-life situations in which learners practise speech actions. Their key features are the presence of a specific communicative task (e.g., to clarify information, give advice, express emotions) and an appropriate situational context. Without these components, an exercise cannot be regarded as conditionally communicative [17]. Such exercises may include listening to messages, questions, and instructions extending beyond a single sentence, as well as listening to texts in order to obtain specific information.



For an exercise to be effective, its components must meet specific requirements. In particular, the instruction and content should be clear and motivating (learners should understand the aim and practical value of the task), culturally enriched (broadening learners' sociocultural awareness), and professionally oriented (where possible, related to learners' future professional activities) [19].

In organising exercises, it is necessary to take into account: the level of teacher control (full, partial, or minimal); the availability of support (natural or artificial, with gradual reduction); the form of work (whole-class, choral, individual, pair, or group); and the learning environment (regular classroom, language laboratory, computer or video classroom) [19].

Assessment of exercise performance must meet a set of requirements. The form of control and assessment criteria should correspond to the object of assessment. Test-based control is among the most objective; however, using multiple criteria for assessing performance (e.g., oral monologue or written work) increases objectivity.

As digital gamification tools, we selected applications such as Kahoot, Quizlet, and Wordwall due to a range of advantages.

Kahoot provides a free version that allows up to 50 learners to participate; teachers can create two types of questions (multiple choice and true/false); answers can be automatically shuffled; questions can be visualised using photos or video fragments or via an image bank; time limits can be set; points for correct answers can be specified; teachers can view individual learners' responses and generate class performance charts; and feedback can be collected in real time or the activity can be assigned as homework [21].

Quizlet is valued for the possibility of removing time constraints, enabling learners to think longer about an item (e.g., revisit the textbook or search for clarification). It includes multiple test formats and answer options, allows printing tests, and enables the creation of online lessons [22].

Wordwall is a paid platform but offers a basic free version with a limited number of templates and functions (at the time of writing, the service allows the creation of four exercises free of charge). It enables teachers to create a wide range of tasks,



including quizzes, crosswords, matching games, flashcards for memorisation, and others. Through interactive tasks, learners' study in a game-based format, which enhances motivation and interest [23].

Canva is also an effective free tool for designing interactive speaking and listening exercises in primary school English lessons. The service is accessible on any device with Internet access. Canva allows teachers to create interactive exercises that engage learners actively; it supports the integration of audio and video elements and enables the development of interactive presentations, games, and quizzes that contribute to speaking and listening development [20].

Thus, Kahoot, Quizlet, Canva, and Wordwall are effective tools for developing young learners' speech skills because they ensure interactivity, immediate feedback, and a gamified approach; they are accessible to both teachers and learners and allow adaptation of the educational process in line with an individualised approach.

In summary, implementing a comprehensive approach to teaching grounded in digital technologies is a necessary step in contemporary education. The identified principles, methods, and tools for exercise design make it possible to adapt learning content to learners' individual needs, taking into account age-related and psychological developmental characteristics. Classifying exercises according to different criteria helps systematise the learning process and ensure variety, which, in turn, enhances learners' motivation to learn a foreign language.

Conclusions

This paper examined the theoretical foundations of developing speaking and listening skills in primary school learners, the current state of their development, and the pedagogical potential of digital gamification for fostering young learners' foreign-language communicative competence. The psychological and pedagogical characteristics of primary school learners that determine the specificity of foreign language instruction were analysed. It was established that younger learners demonstrate a high capacity for imitation, emotional responsiveness, concrete-visual



thinking, the predominance of involuntary attention, and a pronounced need for play-based activity. These characteristics substantiate the necessity of employing visual, interactive, and practice-oriented methods that facilitate the development of listening comprehension and oral production.

An analysis of the current state of primary school learners' speaking and listening development in English lessons indicates that, within the framework of the New Ukrainian School (NUS) concept, contemporary approaches to foreign language teaching are grounded in the competence-based paradigm. This paradigm presupposes the development of foreign-language communicative competence through the integration of speech activities, the communicative approach, learner-centred instruction, and interactive learning. The review of academic sources demonstrates that the effective development of speaking and listening requires the systematic creation of learning-and-speech situations, the use of authentic materials, role-play, dialogic tasks, cooperative learning formats, and consistent learner engagement in meaningful communicative contexts.

With regard to digital gamification as a contemporary means of developing speaking and listening skills in primary school learners, it was determined that digital gamification is primarily viewed as a tool for enhancing learning effectiveness by supporting better content mastery and encouraging learner engagement. It was shown that gamified digital platforms (Kahoot!, Quizlet, Wordwall, Duolingo, etc.) increase motivation, enable personalised learning, promote active participation, provide immediate feedback, and create a psychologically safe educational environment for language practice.

A set of exercises for developing speaking and listening skills in English lessons through digital gamification was substantiated, and its significant potential was demonstrated. In particular, gamified learning environments—safe, competitive, and interactive – contribute to overcoming psychological barriers and to providing immediate formative feedback. It was also confirmed that digital gamification expands the possibilities of traditional exercises by enabling the use of audio and video content, adaptive tasks, interactive simulations, leaderboards, points, and competitive elements



that strengthen learners' intrinsic motivation. It was formulated that exercises built on gamification mechanisms contribute to the development of voluntary attention, auditory perception, intonational expressiveness, and phonemic awareness, as well as foster learners' ability to conduct dialogue, express personal ideas, and respond appropriately to heard information.

A logical continuation of the theoretical provisions and, consequently, a перспективою for further research is the development and substantiation of a more detailed and methodologically structured set of exercises aimed at developing speaking and listening skills through digital gamification.