WORLD FORUM ON ACADEMIC INNOVATION AND DIGITAL LITERACY

DIGITAL TECHNOLOGIES AS AN INNOVATIVE TOOL FOR IMPROVING PRIMARY SCHOOL STUDENTS' PHONEMIC AND GRAPHIC SKILLS

UDC 373.3:811.512.133

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Abstract. The development of phonemic and graphic skills is one of the important methodological tasks of primary education, particularly during the period when students acquire initial reading and writing skills. Phonemic perception enables learners to distinguish, analyze, and consciously manipulate speech sounds, while graphic skills ensure the accurate representation of sounds through written symbols. The effective formation of these skills requires not only traditional teaching methods but also innovative pedagogical approaches corresponding to the contemporary digital educational environment. This thesis examines the possibilities of using digital technologies as an innovative methodological tool for improving primary school students' phonemic and graphic skills. Particular attention is paid to interactive exercises, multimedia resources, digital visualizations, audio materials, electronic writing activities, and formative assessment tools. The proposed methodological approach is based on the sequence "listen – distinguish – analyze – select the letter – write – check" and integrates phonemic analysis with graphic practice. The study theoretically substantiates that systematic integration of digital technologies can create additional opportunities for individualization, immediate feedback, repeated practice, and the development of students' independent learning activities.

Keywords: primary education, phonemic skills, phonemic awareness, graphic skills, literacy instruction, digital technologies, digital literacy, innovative education, interactive learning, sound-letter relationship, formative assessment.

Introduction. The quality of primary education largely depends on the effectiveness of the methods used to develop students' basic literacy skills. Reading and writing are complex cognitive and practical activities that require the coordinated development of auditory perception, phonemic analysis, visual recognition, fine motor coordination, and graphic representation. Therefore, the formation of phonemic and graphic skills should be regarded as an interconnected methodological process rather than as two isolated areas of literacy instruction.

Phonemic skills enable primary school students to distinguish speech sounds, determine their position in words, compare similar phonemes, identify differences between sounds, and conduct elementary phonemic analysis. Graphic skills, in turn, provide the practical ability to represent sounds by means of letters, correctly reproduce letter elements, connect letters, and independently identify and correct writing errors.

The relevance of this issue is increasing in the context of digital transformation of education. Digital technologies can provide audio-visual support, interactive tasks, repeated practice, immediate feedback, and differentiated learning opportunities. However, technology itself does not guarantee educational effectiveness. Its pedagogical value depends on whether it is integrated into a scientifically grounded methodology and directed toward specific learning objectives.

The methodological framework of the present thesis is related to the topic of the master's dissertation "Methodology for Improving Primary School Students' Phonemic and Graphic Skills." The main purpose is to theoretically substantiate methodological possibilities for using digital technologies to improve phonemic and graphic skills in primary school.

Theoretical and Methodological Basis. The development of phonemic and graphic skills has been studied within the frameworks of primary literacy methodology, developmental psychology, linguistics, and educational pedagogy. Methodological

research emphasizes the importance of establishing a conscious relationship between speech sounds and their graphic representation. Students should understand the functional relationship between a sound, its position in a word, and the corresponding graphic symbol.

The psychological foundations of speech and learning also demonstrate the importance of active mental operations. The works of L.S. Vygotsky, D.B. Elkonin, and N.I. Zhinkin provide important theoretical perspectives for understanding speech development, the relationship between thinking and language, and the mechanisms involved in oral and written speech.

From a methodological perspective, the development of phonemic and graphic skills can be organized through a sequence of interconnected actions: listening → distinguishing → analyzing → selecting the appropriate letter → writing → checking. This sequence creates a logical connection between auditory perception and written representation.

The methodological materials analyzed for this research also emphasize exercises such as “Find the sound,” “Replace one sound,” “Construct a word model,” “Find the mistake,” and “Graphic path.” These exercises can be transformed into digital interactive activities without changing their fundamental pedagogical purpose.

Digital Technologies in the Development of Phonemic Skills. Digital technologies offer several possibilities for improving phonemic perception and analysis. One significant advantage is the combination of auditory and visual information. A teacher can present a word through an audio recording while simultaneously displaying its visual representation. Students can then identify a particular sound and indicate its position using an interactive interface.

A digital task can present several words containing similar phonemes. Students listen to each word and select the appropriate answer. The system can immediately

indicate whether the answer is correct and provide an additional example when necessary.

Another effective activity is the “Find the sound” task. A target phoneme is presented through audio, after which students listen to a series of words and determine whether the target sound occurs at the beginning, middle, or end of each word.

The “Replace one sound” exercise can also be adapted to a digital environment. Students are presented with a word and asked to replace one phoneme to create another meaningful word. Such activities develop not only phonemic perception but also analytical and linguistic thinking.

Digital audio materials allow students to listen to the same sound or word several times. This is important for learners who require additional repetition. Differentiated digital tasks can also provide different levels of difficulty.

Digital Technologies in the Development of Graphic Skills. The formation of graphic skills requires systematic practice and gradual complication of tasks. Traditional handwriting activities remain important, but digital tools can complement them through visual models, animated demonstrations, and interactive exercises.

A digital application can demonstrate the sequence of movements required to write a particular letter. The student can then reproduce the movement using an interactive screen or digital writing device. Such visualization can help learners understand the spatial organization of letter elements.

The “Graphic path” activity can be organized as an interactive exercise in which students follow the correct sequence of graphic movements. The task can gradually move from individual elements to complete letters and subsequently to letter combinations and words.

Another possibility is digital error identification. Students may be presented with several written forms, one of which contains an incorrect letter element or connection. The learner identifies the error and selects the correct version. This

corresponds to the methodological principle of "Find the mistake" and contributes to the development of self-monitoring skills.

Digital technology should not replace handwriting practice. Rather, it should provide additional opportunities for visual demonstration, guided practice, feedback, and self-correction.

Proposed Methodological Model. Based on the analysis of phonemic and graphic skill development, a methodological model can be represented through five interconnected components:

1. Diagnostic component — determining students' initial level of phonemic perception, sound-letter correspondence, graphic accuracy, and ability to identify writing errors.

2. Motivational component — using interactive and multimedia tasks to create interest and encourage active participation.

3. Operational component — performing a sequence of tasks involving listening, sound discrimination, phonemic analysis, letter selection, writing, and checking.

4. Differentiated component — organizing digital tasks at different levels of complexity according to individual learning needs.

5. Reflective-assessment component — analyzing results, identifying mistakes, and repeating relevant activities when necessary.

The methodological model can therefore be expressed as: Digital stimulus → auditory perception → phonemic discrimination → phonemic analysis → sound-letter correspondence → graphic reproduction → self-checking → feedback.

Discussion

The integration of digital technologies into primary literacy instruction creates several methodological advantages. First, it makes learning materials more interactive. Instead of receiving information only through teacher explanation, students can actively manipulate sounds, letters, words, and graphic models.

Second, digital tools facilitate immediate feedback. When a student performs an interactive exercise, the system can indicate whether the answer is correct. This allows errors to be identified at an early stage and provides opportunities for correction.

Third, digital resources support individualization. Students who have difficulty distinguishing particular phonemes can repeat auditory exercises, while students who have already mastered the material can move to more complex analytical tasks.

Fourth, digital technologies can strengthen the connection between phonemic and graphic activities. A single digital task may combine an audio stimulus, visual representation, and writing activity. Consequently, the learner perceives sound and letter as components of a single language system.

However, excessive use of digital devices can distract students from the main learning objective. Therefore, each technological activity should have a clearly defined pedagogical purpose. The teacher remains responsible for selecting appropriate content, organizing activities, interpreting learning results, and providing individual support.

Digital literacy in primary education should therefore not be understood merely as the ability to operate technological devices. It should include the ability to use digital learning resources purposefully, critically, and effectively.

Conclusion. The development of phonemic and graphic skills is a fundamental component of primary literacy education. Phonemic awareness creates the basis for conscious understanding of speech sounds, while graphic skills enable students to represent these sounds accurately in written form. Their coordinated development requires systematic, sequential, and learner-centered methodological work.

The analysis demonstrates that digital technologies can serve as an effective innovative tool for improving these skills when they are integrated into a scientifically grounded teaching methodology. Audio materials, interactive exercises, multimedia visualizations, digital writing activities, and formative assessment tools can provide



additional opportunities for repetition, individualization, immediate feedback, and self-correction.

The methodological sequence “listen – distinguish – analyze – select the letter – write – check” can serve as a practical framework for integrating phonemic and graphic activities. Exercises such as “Find the sound,” “Replace one sound,” “Construct a word model,” “Find the mistake,” and “Graphic path” can be adapted to digital environments while preserving their pedagogical objectives.

Therefore, digital technologies should be viewed not as a replacement for traditional literacy instruction, but as an innovative methodological resource that expands the possibilities of the teacher and creates additional conditions for the individual development of primary school students’ phonemic and graphic skills.

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