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**ORGANISATIONAL AND PEDAGOGICAL CONDITIONS FOR TRAINING FUTURE PRIMARY SCHOOL TEACHERS TO USE GOOGLE SERVICES IN TEACHING ENGLISH TO PRIMARY SCHOOL PUPILS**

**Abstract.** The article is devoted to the issue of training primary school teachers to use Google services in teaching English to primary school pupils. The organizational and pedagogical conditions for this process are considered. In the article it is focused on a need to create a holistic system of knowledge, skills and abilities for the use of Google services by future primary school teachers in teaching English to junior pupils. It is determined that the purpose of teaching English in primary school is the formation of foreign language communicative competence, provided by language, speech and socio-cultural experience, consistent with the psycho-physiological and individual characteristics of younger students. The task of a foreign language primary school teacher is to develop lexical, grammatical and phonetic skills, as well as skills in four types of speaking activities: listening, speaking, reading and writing. The advantages in the use of cloud technologies in education as a kind of information and communication technologies are determined and theoretically substantiated. It is found out the possibilities and prospects of using cloud services from Google in teaching English to young students. In particular, we researched the following Google services: Google Presentation, YouTube, Hangouts, Gmail, Google Drive, etc. It is also determined that the effectiveness of the educational process can be improved by using them in English language teaching in primary school. The effectiveness of using Google services in teaching English is depicted in the ability of the primary school foreign language teacher to create a learning environment in English lessons, where the pupils can do a variety of learning tasks in grammar, vocabulary and phonetics, as well as develop their skills in four speech activities (listening, speaking, reading and writing). It is proved, that one of the tasks of professional training in pedagogical higher education institution should be the actualization of conscious mastery of information technology, intensification of pedagogical self-organization, self-improvement of knowledge in this field - forming the readiness of primary school teachers to use Google services in their English language teaching. Ways to successfully solve the task of training the future primary school teachers in their professional foreign language work are possible only in the appropriate organizational and pedagogical conditions that determine the effectiveness of educational and cognitive activities.

**Keywords:** google services; information and communication technologies (ICT); organizational and pedagogical conditions; primary school teacher; primary school pupils; teaching; training

**Introduction.** One of the priority tasks of a modern higher education institution is to train a new generation of teachers who are capable to follow professional activity in conditions of informatization and computerization of the educational process. Modern teaching of English in primary school should be based on the use of better approaches, learning technologies, taking into account the needs of society to achieve high results. Given the intensive development of

cloud-based technologies in education as a kind of information and communication technologies, there is a need to integrate them into the process of teaching English to primary school pupils. An effective tool for building an informational and educational environment for English lessons in primary school is Google cloud services suite. Today, millions of teachers, students and pupils around the world are using the Google Apps Suite. Therefore, in our opinion, in the conditions of informatization and computerization of the educational process it is necessary to develop special methodological mechanisms for the appropriate using these services in the educational process.

**Literature review.** Researching the problem of training primary school teachers to use Google services in teaching English to primary school pupils, first of all the European approach in this field should be taken into consideration. The European Commission proposed a special plan for European Educational Area focusing on quality education and training for all. Creativity, entrepreneurship, learning-to-learn, digital competence and other 21st century skills and competences are emerging as more and more important for innovation, growth and participation in a digital society and economy (Learning and Skills for the Digital Era, 2020).

Having analyzed the Digital Education Action Plan (2021-2027), we observe a renewed European Union (EU) policy initiative to support the sustainable and effective adaptation of the education and training systems of EU Member States to the digital age. The Digital Education Action Plan offers a long-term strategic vision for high-quality, inclusive and accessible European digital education; seeks stronger cooperation at the EU level on digital education and underscores the importance of working together across sectors to bring education into the digital age; presents opportunities, including improved quality and quantity of teaching concerning digital technologies, support for the digitalisation of teaching methods and pedagogies and the provision of infrastructure (European Commission, 2020).

On the level of European Union Government, Karen Massin leads Google's Government Affairs & Public Policy team in Brussels. She proves that the way we teach has changed and teachers found new ways to connect with their pupils while using technology in new ways. The Google for Digital Education is designed to foster the development of a high-performing digital education ecosystem, including the provision of infrastructure, connectivity and digital equipment, enabling digitally competent and confident teachers, and training staff (Massin, 2021).

We share the scientific view of Lee Chao, a Professor of Math and Computer Science in the School of Arts and Sciences at University of Houston – Victoria (USA), who asserts an idea that the use of cloud services in the educational process will result to a qualitatively new level of English language teaching, and it will contribute to achieving the goal of learning as formation of foreign language communicative competence and development of critical thinking. The use of cloud services will help primary school pupils to point out the necessary information, to find non-standard decisions and to work in a team on a common task (Chao, 2012).

There is a need to create a holistic system of knowledge, skills and abilities for the use of Google services by future primary school teachers in teaching English. In our opinion, it has become necessary to make changes in the system of training future teachers in order to develop readiness for the use of cloud-based technologies, in particular, Google services, to improve the learning process in English lessons of the primary school.

Studying the question of training primary school teachers to use Google services in teaching English to primary school pupils, it is also important to investigate related studies concerning with professional training of primary school teachers in such countries as Great Britain (Alieva et al., 2021), Germany (Ivanova et al., 2021), Sweden (Kosharna et al., 2020).

In the process of training the future foreign language teacher it is important not only to apply developmental methods in the form of dialogue, discussion, seminar or brainstorming; to

construct the educational process in the form of a game, project, team game; or to apply creative and interactive tasks into the educational process, but to use information and computer technology in the process of language learning (Yuzkiv et al., 2020, p. 240).

A modern higher education institution must train a competitive primary school teacher who can operate with modern information and communication technologies and is able to apply innovative learning technologies in English lessons. The problem of forming the pedagogical professionalism of the future primary school teacher becomes especially actual and increases attention to his / her professional training, in particular, to the use of Google services in teaching English to primary school pupils.

Some research works prove, that among technologies the blended learning actively uses the capabilities of digital technology and online learning environments. It stimulates future primary school teachers to be interested in topics, abilities, skills, and theoretical knowledge in parallel with the introduction of lectures, laboratory, and seminar classes. Such approach is more effective as a strategic educational direction in higher education than traditional approaches within the educational process (Udovychenko et al., 2021, p. 2268).

According to the research of N. Morse and O. Buinytska (2019), the obvious point belongs to the level of digital competence of university teachers and how they can impact on the students' future professional activity.

Digital pedagogical competence is itself an integral part of the modern teacher's professional competence of early teaching of foreign languages. In order to improve the students' quality of forming the foreign language communicative competence and their readiness to use digital technologies in further pedagogical activities, it is necessary to widely apply digital technologies in the learning process. It increases the level of mastering a foreign language itself, and, taking into consideration the methodology of teaching, it demonstrates the practical value of foreign language lessons (Solomakha & Kosharna, 2020, p. 135).

The teacher must remember that the task of a modern foreign language teacher is not only to pass the subject knowledge to students, but to provide their general development, to form motivation to learn a foreign language, to develop their ability to listen and understand a foreign speech, to teach reading and writing on the basis of an available linguistic theory to form practical abilities and skills (communicative), and the most important thing is to form the ability to learn (Kotenko et al., 2020).

We share Terletska's opinion about using ICT in teaching and learning English: it is not only unquestionable to the general public, but has become a necessity and a sign of today. The effectiveness of learning a foreign language depends on how often it is used for communication. The use of ICT helps to fill the gap in communication, to apply the acquired theoretical knowledge in practice (Terletska, 2021, p. 3220).

For modeling the learning process it requires an educational environment that would allow participants to interact effectively and achieve common goals. Among the large number of cloud services, Google services attract special attention, focusing on networking people, and for education in this area there are favorable opportunities for communication and collaboration.

For example, L. Nezhyva, S. Palamar & M. Marienko (2021) used the technology of learning with a cloud office package Google Drive to write a draft of their statement of primary school children. The authors investigated the use of the service in the lesson of literary reading during the organization of reading activities in the following areas: in the "cloud of words" to encrypt the topic of the lesson; using the cloud as visual material or as basic information to explain new material. As a result the researchers confirmed the effectiveness of using this service in lessons of literary reading in primary school during the analysis of texts.

**Purpose of the article.** Since the focus of our research interest is on primary school teachers, the purpose of the article is to find out organizational and pedagogical conditions for training primary school teachers to use Google services in teaching English to primary school pupils.

Summing up the analysis of theoretical and practical works in the field of training primary school teachers to use Google services in teaching English to primary school pupils, we can base upon these items.

**Research.** Working upon the research, a complex of methods was used. Both theoretical and empirical-diagnostic methods were used.

Theoretical methods provided with analysis of native and foreign pedagogical, psychological and methodical sources; European commission`s official documents on the problem of research; learning special items of primary school teachers` training; researching the theoretical bases of using Google services in teaching English to primary school pupils.

The empirical-diagnostic methods were realized in questionnaires, interviews of the students at Borys Grincenko Kyiv University (Pedagogical Institute). The students of specialty 013 "Primary education", the first (bachelor`s) level of higher education, took part in the experiment.

**Results of the research.** Due to technological changes which are taking place in the modern world, a special attention should be paid to the introduction of new approaches to the content of higher education and training of future primary school teachers to professional activities, in particular, the use of modern ICT in English lessons. The process of training future primary school teachers to use Google services in teaching English is not possible without creating and fulfilling certain conditions that ensure effectiveness and efficiency and affect quality, training. The effectiveness of the pedagogical process naturally depends on the conditions in which it takes place.

Having analyzed the psychological and pedagogical literature, we define the term *condition* in general as circumstance that contributes to the development or inhibition of the educational process, and it can be a tool for the effective implementation of the educational process. Pedagogical conditions are a set of objective possibilities of content, methods, techniques, means, forms and material support that contribute to the successful achievement of the educational / learning goal. Organizational and pedagogical conditions are a kind of pedagogical conditions that depend on the peculiarities of the organization of the educational process. In the process of professional development of the future primary school teacher, it is important to provide such conditions in which he / she could face a variety of pedagogical situations, the need to find a way out of them, making the best decision.

For our study, organizational and pedagogical conditions are an interrelated set of factors, tools and activities that will ensure high efficiency of the process of training future primary school teachers to use Google services in teaching English to primary school pupils.

The teacher should take into consideration the organizational and pedagogical conditions for training future primary school teachers for the use of Google services in teaching English the following items: to use a creative approach in teaching English to primary school pupils; to develop certain organizational abilities / skills of future primary school teachers to create an interactive environment in the English lesson; to develop critical thinking that will help the teacher to choose the most appropriate Google services for forming the junior pupils` skills in listening, speaking, reading and writing.

Within the pedagogical higher education institution it is necessary to form the readiness of future foreign language teachers to use Google services in teaching English to primary school children and ensure its professional development. Having analysed the theoretical bases of the research, we consider that it is possible due to the following pedagogical conditions: the positive motivation of the future teacher to actively use Google services in the educational process;

the readiness of future teachers to use Google services in teaching English to primary school pupils; the need to improve theoretical knowledge about the nature and possibilities of Google services. It should be focused on the motivational component of readiness that involves the desire of future teachers to learn about the use of Google services, to conduct self-learning in searching the information on their use.

While observing the students – future teachers – it can be stated that the motive is the core of his / her professional personality, for example: awareness of the social significance of professional teacher practice, the need for more knowledge about the use cloud technologies in teaching English to primary school students.

The set of emotions (success, curiosity, independence), orientation (the purpose of the activity – mastering the method of organizing English language learning), the nature of the motive (external and internal) and the nature of activity (educational, professional, etc.) determine the level of interest and interest in use of Google services in professional activities (Bielienka & Polovina at al., 2021). Therefore, under this condition, the student will be motivated if he realizes the need to use Google services in future professional activities as a means of improving the efficiency of the educational process in English lessons in primary school. Creating a special positive environment around the problems of using Google services will provide a positive attitude of the future teacher, which, in turn, determines the motivation.

Future primary school teachers should test their knowledge in practice by performing practical tasks. The implementation of the second organizational and pedagogical condition is aimed at forming the operational and operational component of the readiness of future teachers to use Google services.

It should be noted that not all types of pedagogical tools are suitable for successful mastering of students' skills, but only those that, in combination with traditional ones, on the one hand, would create pedagogical conditions to encourage independent, creative and intellectual activity. Such requirements are observed within the active learning, the distinctive feature of which is the ability to model the process of future professional activity of students in order to acquire their professional skills and abilities in the process of classroom educational and cognitive activities in higher education.

The implementation of this organizational and pedagogical condition is considered as a process focused on the formation of skills and abilities to design English lessons in primary school using Google services.

Due to the organization of subject-subject (dialogical) educational interaction, there is a change and rethinking of the role and functions of the future teacher in the process of learning English. This is made possible by the use of Google services in the learning process.

If the primary school teacher aims to conduct a good, interesting, effective English language lesson, it is necessary to form / to create / to model special pedagogical situations. The future teacher should be ready for solving different pedagogical tasks and to choose the appropriate Google service for learning process effectiveness.

The pedagogical situation is a kind of means of forming the readiness of future primary school teachers to use modern approaches and methods of teaching English, including a set of skills: to set practical, educational, upbringing and developmental goals, choose lesson content and demonstration, adapt educational material to age features of younger students, to use different options for incentives to form interest in lessons, to systematically equip students with ways of cognitive activity (Udovychenko et al., 2021).

It is advisable to develop readiness for the use of Google services in English language teaching on a situational basis. After all, the more situations are offered, the higher will be the level of readiness of students to use the acquired knowledge and skills in professional activities.

Pedagogical situations are simulated by conducting fragments of English lessons in primary school, which simulates the topic, purpose of the lesson, tasks, typical behavior of

primary school pupils and suggests ways to improve the effectiveness of English lessons using Google services.

In the context of the implementing this organizational and pedagogical condition, the readiness to use Google services is considered as a holistic, skills-oriented, the process of acquiring skills in designing classes using Google services (ability to find non-standard ways to solve pedagogical problems, etc.); pedagogical analysis, which will allow you to choose effective methods and tools, etc.

One more condition for training primary school teachers to use Google services in teaching English to primary school pupils is providing the educational process with appropriate technical equipment. The implementation of this condition is required for training, practical classes, providing some visual (demonstration) examples. The usage of this organizational and pedagogical condition in the process of training future primary school teachers to their teaching English is considered as an important thing for functioning Google services in the part of accessing Google services through the Internet.

Thus, the process of preparing future primary school teachers for the use of Google services in teaching English to junior pupils is understood as a set of interrelated activities that create organizational and pedagogical conditions, the implementation of which ensures the formation of readiness for this activity.

Achieving the goal of training future primary school teachers will be more effective if the learning process is based on the implementation of the proposed organizational and pedagogical conditions.

To determine the readiness of future primary school teachers to use Google services in teaching English to primary school pupils, questionnaires and interviews were proposed to the third and fourth year students of specialty 013 “Primary education” (the first (bachelor’s) level of higher education) took part in the experiment.

The analysis of quantitative values of Table 1 shows that before the beginning of the experimental study, the levels of knowledge and skills of students of a control group (CG) and an experimental group (EG) in the use of Google services in teaching English to primary school pupils are closely related. Therefore, it can be stated that the students of CG and EG entered the experiment on the same terms.

Table 1  
Quantity indicators of the results of the students` incoming control and experimental groups of the research

Group and Quantity of Students	Levels of knowledge and skills of future primary school teachers in the use of Google services in teaching English to primary school pupils					
	High		Middle		Low	
	KC	%	KC	%	KC	%
CG – 30 students	3	10	21	70	6	20
EG – 30 students	2	7,8	22	70,3	7	21,9

The results of entrance testing among students of CG and EG give grounds to say:

- 10% of CG and 7.8% of EG showed a high level of knowledge about the use of Google services in teaching English to primary school pupils;
- 70% of CG and 70.3% of EG have an average level of knowledge;
- low level of knowledge is observed in 20% of students with CG and 21.9% with EG.

Based on the results of comparative analysis, we concluded that the levels of knowledge and skills of students to conduct the experiment in the control and experimental groups did not differ significantly (Fig.1).

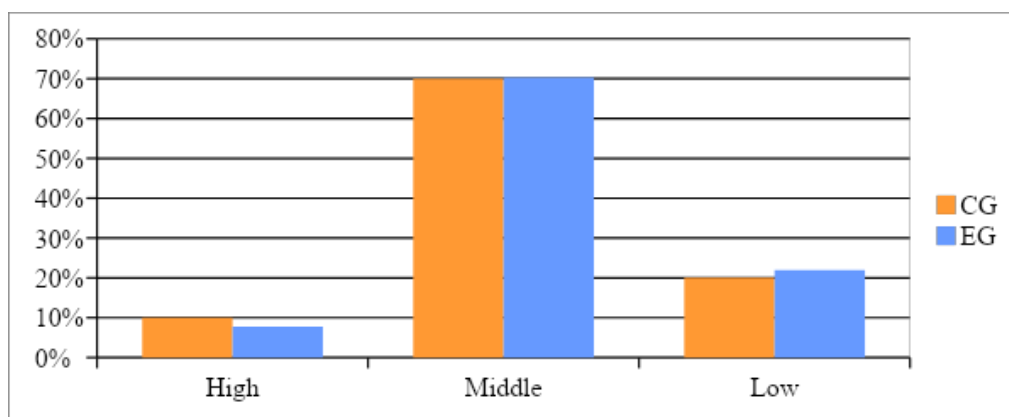


Fig.1. Levels of knowledge and skills of students in the control and experimental groups

During the study it was found that the students pointed out the reason for the need of using innovations in the educational process as to implement modern technologies in teaching English to primary school pupils, to improve the efficiency of the educational process, to change methods and means of teaching English to junior pupils, to know the requirements of organizing and conducting lessons in primary school, to motivate junior pupils in learning a foreign language.

The levels of knowledge and skills of students in the experimental group after the experiment changed significantly - the number of students with low and medium is decreased, and with high one is increased level (Fig.2).

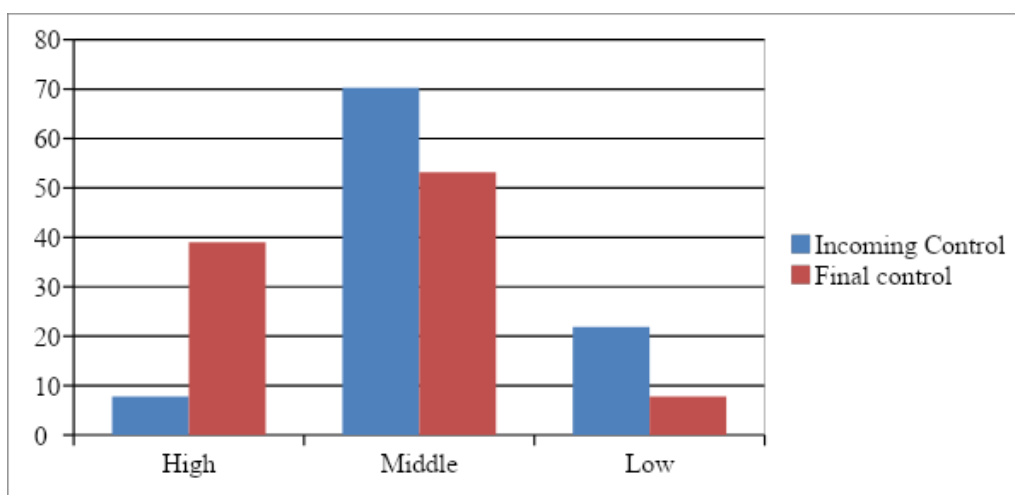


Fig.2. The levels of knowledge and skills of students in the experimental group after the experiment

The data obtained from the results of the formative experiment show a positive change in the levels of knowledge and skills of future primary school teachers to use Google services in the experimental group compared to the control one.

The analysis of the results of the experiment shows a significant advantage of quantitative indicators in the students of the experimental group, which is the result of the proposed organizational and pedagogical conditions and structural and functional model of training future primary school teachers to use Google services in English language teaching.

**Conclusions.** We determined that the purpose of teaching English in primary school is the formation of foreign language communicative competence, provided with language, speech and socio-cultural experience and correlated with the psycho-physiological and individual characteristics of primary school pupils. The task of a primary school teacher is to develop lexical, grammatical and phonetic skills, as well as skills in four types of speaking activities: listening, speaking, reading and writing. The advantages in the use of cloud technologies in education as a kind of information and communication technologies are determined and theoretically substantiated. It is found out the possibilities and prospects of using cloud services from Google company in teaching English to junior pupils. The following Google services: Google Presentation, YouTube, Hangouts, Gmail, Google Drive, etc., are determined to be effective in the educational process and can be widely used in English language teaching in primary school. The process of training future primary school teachers for the use of Google services in teaching English to primary school pupils as a set of interrelated activities which form organizational and pedagogical conditions, the implementation of which ensures the formation of readiness for this activity.

**Prospects for further research development.** The presented study does not cover all possible aspects of training future primary school teachers for the use of Google services in teaching English to primary school pupils. So, further study will focus on analyzing the content and methodological support of this process.

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## **ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ПІДГОТОВКИ ВЧИТЕЛЯ ПОЧАТКОВОЇ ШКОЛИ ДО ЗАСТОСУВАННЯ GOOGLE СЕРВІСІВ У НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ МОЛОДШИХ ШКОЛЯРІВ**

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**Анотація.** Стаття присвячена питанню підготовки вчителів початкових класів до застосування сервісів Google у навчанні англійської мови молодших школярів. Розглянуто організаційно-педагогічні умови цього процесу. У статті акцентовано увагу на необхідності створення цілісної системи знань, умінь і навичок для використання сервісів Google майбутніми вчителями початкової школи під час навчання англійської мови молодших школярів. Визначено, що метою навчання англійської мови в початковій школі є формування іншомовної комунікативної компетентності, забезпеченої мовним, мовленнєвим та соціокультурним досвідом, узгодженої з психофізіологічними та індивідуальними особливостями учнів початкової школи. Завдання вчителя іноземної мови – сформувати в учнів у молодшого шкільного віку лексичні, граматичні та фонетичні навички, а також навички чотирьох видів мовленнєвої діяльності: аудіювання, говоріння, читання та письмо. Визначено та теоретично обґрунтовано переваги у використанні хмарних технологій в освіті як різновиду інформаційно-комунікаційних технологій. З'ясовано можливості та перспективи застосування хмарних сервісів від компанії Google у навчанні англійської мови молодших школярів. Зокрема, досліджено наступні Google сервіси: Google Presentation, YouTube, Hangouts, Gmail, Google Drive тощо та визначено, що ефективність навчального процесу можна підвищити шляхом їх застосування у навчанні англійської мови в початковій школі. Результативність застосування Google Classroom у навчанні англійської мови представлено в можливості вчителем створити навчально-пізнавальне середовище на уроці англійської мови, де учні початкової школи зможуть виконувати різноманітні навчальні завдання з граматики, лексики й фонетики, а також розвивати свої вміння у чотирьох видах мовленнєвої діяльності (аудіюванні, говорінні, читанні та письмі). Процес підготовки майбутніх вчителів початкової школи до застосування Google сервісів залежить від організаційно-педагогічних умов, реалізація яких забезпечує формування готовності до означеного виду діяльності.

**Ключові слова:** вчитель початкових класів; інформаційно-комунікаційні технології (ІКТ); навчання; організаційно-педагогічні умови; сервіси Google; підготовка; учні початкової школи