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# Improving the Professional Competence of Future Primary School Teachers Through the Use of The Word wall And Learningapps.Org Platforms in Native Language Lessons

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**Abstract:** The article examines the problem of improving the professional competence of future primary school teachers in the process of methodological training for teaching the native language. It substantiates the need to move from the reproductive use of ready-made digital resources to the independent design of interactive tasks on the Wordwall and LearningApps.org platforms. A step-by-step methodology for students' work with these tools is presented, including goal-setting, selection of language material, choice of templates, adjustment of feedback parameters, and integration of tasks into the lesson structure.

**Keywords:** Professional competence, future primary school teacher, native language, Wordwall, LearningApps.org, interactive tasks, methodological training, digital transformation of education, design of learning tasks, feedback, pedagogical practice.

**Introduction:** In the modern paradigm of pedagogical education, oriented toward the competency-based approach and digital transformation, the training of a future primary school teacher requires reconsideration not only of the content, but also of the tools of professional activity. Our many years of experience in observing the development of students' methodological competence show that the key gap arises between knowledge of didactic principles and the ability to promptly construct interactive educational content that is linguistic in its nature. The native language in primary school is not a set of spelling rules, but a living speech environment. Consequently, the professional competence of a future teacher includes the ability to transform abstract linguistic phenomena into visual, game-based tasks that are algorithmically understandable for a younger schoolchild [1]. The two platforms, Wordwall and LearningApps.org, appear here not as "digital toys," but as didactic constructors that make it possible to implement the principles of visibility, feedback, differentiated instruction, and metasubjectness. Let us show this through concrete examples of step-by-step work.

Let us begin with the Wordwall platform, which is especially valuable for forming in the future teacher the skills of rapid temporal and semantic structuring of language material. Let us imagine that a student trainee needs to design a fragment of a Russian language lesson on the topic "Gender of Nouns" for the second grade. The first step is didactic goal-setting: not simply "to teach how to determine gender," but to develop in children an algorithm for substituting pronouns or helper words (he/she/it). The second step is working in the Wordwall interface: the student chooses the "Group Sorting" template, which visually imitates three baskets or three houses. In the group fields, the student enters "Masculine Gender," "Feminine Gender," "Neuter Gender." In the elements for sorting, the student enters a set of words: "pencil case," "notebook," "cloud," "teacher," "field," "joy," and so on. The third step is fine-tuning: the "Random order" mode is activated with each new attempt, as well as a

timer, which develops concentration and the pace of thought in younger schoolchildren. After creating the task, the student receives several presentation options: a QR code for work on tablets, a direct URL for the interactive whiteboard, or even a printed version in the form of cards. The significance of this step for professional competence lies in the fact that Wordwall automatically generates error-oriented feedback: when sorted incorrectly, the word returns to its original position, and the system gives a color signal. The future teacher learns not simply to give ready-made knowledge, but to design an environment in which an error becomes a zone of proximal development [2]. In addition, the platform offers an "Individual work" mode, where the student can upload their own version of tasks and view analytics for each pupil — this is the direct formation of diagnostic competence.

The LearningApps.org platform, in turn, is indispensable for developing in future teachers the skills of constructing multilevel language tasks that include analysis, synthesis, and linguistic modeling. Let us take a topic traditionally difficult for primary school: "Phonetic Analysis of a Word. Vowel and Consonant Sounds." The student is asked to create the "Classification" application step by step. The first step: the student formulates the learning contradiction — the child hears a sound, but does not always correlate it with a letter. The second step: in the LearningApps constructor, the "Find a Pair" template is selected. On the left panel, transcription symbols are placed: [m], [m'], [j'a], [u], and others. On the right panel, pictures are placed: raspberry, ball, apple, duck. The third step is the key one: the student must specify not only the correct correspondences, but also "traps" — pairs that are similar in sound but incorrect. For example, for the picture "raspberry," not only [m] but also [n] is offered. This teaches the future teacher to anticipate typical children's mistakes. This is followed by the stage of publication and integration: the student creates a class, adds conditional pupils there (a simulation of working with a group), launches the task in training mode, and then in control mode with a time limit. Of particular significance for professional competence is the possibility of creating "audio applications" in LearningApps: the student records their own pronunciation of words or sounds, and the children must choose the corresponding scheme [3]. This is the direct development of the teacher's own phonetic and articulatory culture. Moreover, the platform makes it possible to combine 3–4 ready-made microtasks into one "staircase application," where successful completion of the first level opens access to the second. The future teacher masters the principle of cognitive structuring: from recognizing a sound to its positional analysis and then to synthesis in a word [4].

In the system of higher pedagogical education, the training of a future primary school teacher cannot be limited to a one-time acquaintance with digital tools — it requires the formation of stable methodological competence, which includes the ability to design multilevel language tasks, adapt them to a specific children's audience, and analyze the results [5]. That is why we build students' work with the Wordwall and LearningApps.org platforms as a system of последовательных professional trials, each of which models a real fragment of a native language lesson.

Let us give another example of using LearningApps.org in the student classroom. Future primary school teachers are offered to develop a series of multilevel tasks on the topic "Pronoun" for the second grade. The first level is a recognition task: the student creates an exercise in the "Classification" template, where it is necessary to distribute words into two groups — nouns and pronouns. It is important that the student independently selects the lexical material: "owl, bird, airplane, carpet, grapes" for nouns and "you, you, we, they, I" for pronouns. At the same time, they must предусмотреть "traps" — words that may cause difficulty; for example, the pronoun "they" may be mistakenly assigned to nouns if the student has not thought through the methodological comment. The second level is a reproduction task: the "Fill in the Blanks" template is used to restore the definition of the pronoun as a part of speech. The student formulates the rule with blanks: "A pronoun is an independent part of _____ that _____ to objects, but does not _____ them." When creating such a task, the future teacher learns to identify key words in the rule, which is directly connected with the formation of meaningful reading skills in younger schoolchildren. The third level is a task on understanding and application: the student develops an exercise where it is necessary to choose a pronoun for a noun and prove their choice, focusing on the gender of the noun. Here the comment that the student

writes in the hint field is especially important: “Masculine nouns (ocean) are replaced by the pronoun he, feminine nouns (river) — she, neuter nouns (sea) — it.” The fourth level is a task on application in new conditions: the “Text Input” template makes it possible to create an exercise where it is necessary to insert a pronoun suitable in meaning into a sentence. The fifth level is a creative task: the student asks younger schoolchildren to make three sentences with pronouns, and this task no longer has automatic checking in LearningApps, so the future teacher must think through the criteria for assessing open answers. Such step-by-step work forms in the student an understanding of the taxonomy of learning tasks: from recognition through reproduction to application in familiar and new conditions [6].

The Wordwall platform, in turn, gives the future teacher a unique opportunity for the instant transformation of the same didactic material into different game formats. This is a key advantage that we purposefully master with students in laboratory classes. The task is formulated as follows: to develop a set of exercises on the topic “Types of Sentences According to the Purpose of Utterance and Intonation” for the third grade, using unified content but different Wordwall templates [7]. First, the student enters the content: six sentences, among which there are declarative, interrogative, and imperative, exclamatory and non-exclamatory ones. Then they choose the “Group Sorting” template — and their material turns into an interactive game where the sentences must be distributed into three baskets depending on the purpose of the utterance. One click — and the student switches the template to “Quiz”: the same sentences are now presented in the format of multiple-choice questions. Another click — and the task is transformed into the “Wheel of Fortune,” where each sentence that comes up requires an oral answer. This “Switch template” function does not simply save time — it allows the future teacher to realize that the form of presenting the material fundamentally influences the nature of learning activity: during sorting, the pupil analyzes and classifies, during the quiz, they choose a ready answer, and during the “Wheel of Fortune,” they produce an oral statement. Thus, by changing the template, the student learns to vary the level of cognitive complexity of the task without changing its content.

Methodologically significant is also students’ mastery of the “Set assignment” function in Wordwall. When working with this option, the future teacher must make several professional decisions. First, to choose the form of registration: “Enter name” (if recording of individual results is required), “Anonymously” (if the task is used for whole-class revision without assessment), or integration with Google Classroom. Second, to set a deadline — this forms in students an understanding of time limits in distance learning. Third, to decide what happens after the game is completed: whether to show the correct answers or not, whether to allow repeated completion. Each of these decisions has didactic consequences, which we discuss in the group. For example, if a student trainee plans to use Wordwall for a test on the topic “Vocabulary Words,” they must disable the display of correct answers until all pupils have completed the work. If, however, the task is given for self-checking, then the feedback should be made immediate and detailed.

Work with printed versions of interactive tasks also deserves special attention. Despite the fact that we live in the digital age, situations remain in primary school when access to devices is limited (lack of Internet, insufficient number of tablets, sanitary standards). Wordwall allows any interactive task to be converted into a PDF file for printing. Students must master this algorithm: after creating the activity, click the “Print” button, choose the format (for example, “Multiple activities per page” to save paper or “One activity per page” for individual work), add lines for the name and date, and set the page orientation. The printed version can be used as an independent task for the whole class or as additional material for pupils who work at a slower pace. Moreover, by comparing the interactive and printed versions of the same exercise, the student analyzes how the nature of learning activity changes: in the digital format, immediate feedback and the element of competition dominate, while in the printed one, the development of graphomotor skills and thoughtful completion.

An important stage of professional training is the collection of tasks created by the student. We recommend that future primary school teachers form thematic collections in LearningApps, combining 4–5 exercises on one language topic. For example, the collection “Phonetics for the First Grade” may include:

an exercise on distinguishing vowel and consonant sounds (the “Classification” template), a task on matching a sound scheme and a picture (“Find a Pair”), an exercise on determining the number of syllables (“Text Input”), a task on placing stress (“Quiz”), and a creative task on inventing words with a given sound. Such a collection becomes a kind of mini electronic teaching aid that the student can use during pedagogical practice. Moreover, by publishing the collection in open access, the future teacher becomes involved in the professional community: other teachers can use their tasks, adapt them to their class, and leave comments.

A comparative analysis of the advantages of both platforms from the point of view of forming professional competence shows their complementarity. Wordwall has the advantage in the speed of creating whole-class and group competitive games (for example, the “Wheel of Fortune” for consolidating vocabulary words in a native language lesson), as well as in the vividness of its templates, which is critical for maintaining the attention of younger schoolchildren. LearningApps.org provides deeper opportunities for listening, working with chronology, and step-by-step processes (for example, the “Chronological Line” when studying dialect words in the fairy tales of the native region). However, the main meta-result of using both platforms in the training of future primary school teachers is the shift from the position of “consumer of digital resources” to the position of “author and methodologist.” A student who has created ten of their own exercises on Wordwall and five multilevel applications on LearningApps will no longer search for a ready-made lesson in open access — they themselves construct the educational trajectory, adapting the interface to the real speech experience of their class.

We formulate methodological recommendations for the use of the platforms in the training of future primary school teachers as a system of principles. The first principle is from reproduction to productive design. At the initial stage, students complete ready-made tasks created by the teacher and analyze their structure. At the next stage, they modify existing exercises (change the content, but keep the template). At the final stage, they independently design a set of tasks for a specific native language lesson, including setting goals, selecting language material, choosing templates, and adjusting feedback parameters. The second principle is contextuality. Each exercise created by the student must be linked to a real learning situation: the grade, the lesson topic, and the place of the task in the lesson structure must be indicated (actualization of knowledge, initial consolidation, reflection). The third principle is reflective analysis. After creating the task, the student answers the following questions in writing: what didactic contradiction does this exercise solve? What typical pupil errors does it help to prevent? How will the results of completing the task be used by the teacher to correct instruction? The fourth principle is collaboration. Students work in small groups to create collections of tasks on one topic, then conduct peer review, evaluating methodological justification, linguistic correctness, and interface ergonomics. The fifth principle is integration with pedagogical practice [6]. Each student is obliged to test at least three independently developed tasks during practice at school, collect feedback from the mentor teacher, and analyze the results of the pupils’ completion of the tasks.

Thus, Wordwall and LearningApps.org act not simply as tools for creating interactive exercises, but as a didactic environment in which the future primary school teacher masters fundamental professional actions: goal-setting, design of learning tasks, construction of feedback, analysis of educational results. Step-by-step work with these platforms, built as a system from simple reproductive actions to complex methodological design, ensures the formation of professional competence adequate to the challenges of digital education. It is precisely this approach — from methodological reflection to digital action — that should underlie the training of a primary school teacher capable not simply of using ready-made electronic resources, but of creating original didactic solutions oriented toward the speech development of each child.

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