

PERSONALIZING LANGUAGE LEARNING IN PRIMARY SCHOOL: A DIGITAL PERSPECTIVE

D. Jakavonytė–Staškuvienė , M.Sh. Baimenova* 

Vytautas Magnus University, Republic of Lithuania, Vilnius

*e-mail: m_baimenova93@mail.ru

Abstract. This article investigates the potential of digital technologies to personalize and enhance language learning for primary school students. It examines how various digital tools, including educational platforms, interactive chatbots, and mobile applications, can actively shape students' linguistic identity while supporting the integration of Russian and Kazakh in a multilingual learning environment. The study emphasizes the advantages of differentiated instruction enabled by technology, allowing teachers to tailor lessons and activities according to individual student progress, learning styles, and cognitive preferences. Furthermore, it highlights the role of digital tools in fostering learner motivation, autonomy, and engagement through interactive tasks, adaptive feedback, and gamified learning experiences. By promoting creativity, collaboration, and intercultural communication, these technologies contribute to a more inclusive and student-centered educational model. The research draws on practical case studies and theoretical frameworks, demonstrating that digitalization not only enhances academic performance but also develops students' confidence, cultural awareness, and lifelong learning competencies. Ultimately, the study underscores how integrating digital tools into primary education can transform traditional classroom practices, enabling educators to provide more personalized, engaging, and effective learning experiences that respond to the diverse needs of young learners in a multilingual and interconnected world.

Keywords: personalized learning, linguistic personality, primary education, digital transformation, educational technology, bilingualism, AI in education.

Introduction

The transformation of education in the 21st century has been shaped by the growing role of digital technologies, which are redefining not only how knowledge is delivered, but also how learners interact with content, teachers, and each other. In this context, personalized learning has emerged as one of the most important pedagogical shifts, focusing on the adaptation of educational content and methods to the individual characteristics, pace, and interests of each student.

Language education, in particular, benefits significantly from personalization. Language learning is inherently individual: it is deeply influenced by learners' cognitive development, socio-cultural environment, motivation, emotional state, and prior linguistic experience. These factors are especially prominent in primary school learners, who are in the critical period of language acquisition and identity formation. Therefore, early education provides a crucial window for developing not just basic communicative competence, but also a child's linguistic personality – a concept that encompasses their way of using language, expressing thoughts, and interacting in society: Tursunqulova M.T., Cicėnaitė–Milaševičiūtė A.D., Juškevičienė A. [1, 2].

The emergence of digital tools – from intelligent tutoring systems to interactive language learning apps – offers unique opportunities for implementing personalized learning in language classrooms. With the aid of adaptive technologies, teachers can design differentiated tasks, monitor progress in real time, and offer learners autonomy in choosing the mode and pace of their learning. This is especially relevant in multilingual contexts such as Kazakhstan, where learners are often required to develop proficiency in both Kazakh and Russian languages from an early age. The purpose of this article is to explore how digital technologies can support the formation of linguistic personality among primary school students through personalized language instruction. Grounded in theoretical foundations and supported by recent pedagogical innovations, the article examines effective strategies, tools, and implementation models – with particular attention to bilingual learning environments and the cognitive characteristics of young learners in the digital age.

Research Objectives

The main objective of this study is to explore how personalized digital tools contribute to the formation of linguistic personality in primary school students, with a particular focus on bilingual education in Kazakh and Russian.

Research Tasks

To achieve the stated objective, the following tasks are set:

To define the theoretical foundations of the concept of linguistic personality in the context of primary education.

To analyze current digital tools and their role in personalizing language instruction.

To examine the specific challenges and opportunities of bilingual (Kazakh–Russian) education in a digital environment.

To identify pedagogical strategies for supporting linguistic identity through personalized digital learning.

Research Questions

RQ1. How does the use of personalized digital tools influence the formation of linguistic personality in young learners?

RQ2. What are the most effective methods for implementing digital personalization in multilingual (Kazakh–Russian) language learning contexts?

RQ3. How can teachers support linguistic identity and motivation through differentiated digital instruction?

Materials and methods

This study was conducted over a four-week period at several primary schools in Kyzylorda, Kazakhstan. The research design followed a mixed-methods approach, combining quantitative observation and qualitative analysis to examine how digital tools support the development of linguistic personality in primary school students. The focus was on bilingual instruction in Kazakh and Russian, integrating digital personalization strategies: Petrova T.N., Potapov A.A., Urakova Yu.O. [3].

A total of 58 students from grades 2 to 4 participated in the study. They were divided into two groups:

Experimental group (n=29): received personalized language instruction using digital tools.

Control group (n=29): followed a traditional language learning program based on textbooks and frontal teaching.

The intervention consisted of a four-week instructional module delivered in both Kazakh and Russian. The module was developed around the principles of personalized learning, incorporating digital platforms such as LearningApps, Quizizz, ClassDojo, Google Classroom, and audio-visual storytelling tools. Each week focused on a specific aspect of linguistic development aligned with Y.N. Karaulov's three-tier model of linguistic personality (verbal-semantic, cognitive, and pragmatic levels) (Table 1).

Week 1: Vocabulary and Meaning (Verbal-Semantic Level)

Students in the experimental group used interactive word games and digital flashcards (Quizlet, Wordwall). Tasks were differentiated according to individual progress. The control group studied word lists and completed paper-based exercises.

Week 2: Cultural Context and Text Comprehension (Cognitive Level)

Digital storytelling, thematic videos, and discussion prompts were used. Personalized reading tasks were assigned via Google Classroom. Control group students read the same texts with teacher-led explanation.

Week 3: Communication Practice and Speech Acts (Pragmatic Level)

Students participated in role-playing conversations via speech-recognition apps and short video tasks. The control group engaged in dialogues from the textbook.

Week 4: Integration and Reflection

Students created short digital presentations or posters in two languages. The experimental group used Canva and voice-over tools. Reflection forms were collected at the end of the week.

Student progress was evaluated through:

Weekly formative assessments (quizzes, mini-tests);

Observational checklists for communication behaviors;

Teacher notes and student self-reflection forms;

Final comparative analysis of linguistic tasks in Kazakh and Russian.

All sessions in the experimental group were delivered by the same teacher to ensure consistency. Data was collected in line with ethical standards, with informed consent obtained from parents and school administrators (Zatona D., Shatokhina I.) [4].

Table 1 – Weekly Instructional Plan for Developing Linguistic Personality Using Digital Tools

Week	Focus Area (Linguistic Personality Level)	Learning Activities (Experimental Group)	Learning Activities (Control Group)	Assessment Tools
Week 1	Verbal-Semantic Level (Vocabulary and Meaning)	Word games, digital flashcards (Quizlet, Word-wall), individual pacing	Paper-based word lists, standard textbook exercises	Quiz, vocabulary checklist
Week 2	Cognitive Level (Cultural Context & Comprehension)	Digital storytelling, video discussions, personalized reading tasks via Google Classroom	Teacher-led reading and discussion, textbook-based interpretation	Reading comprehension mini-test, reflection journal
Week 3	Pragmatic Level (Speech Practice & Interaction)	Role-play using voice recognition apps, interactive dialogues, video responses	Textbook-based dialogues, oral Q&A in pairs	Observation checklist, speaking task
Week 4	Integration and Reflection	Digital poster/presentation creation (Canva, voice-over tools), bilingual output	Handwritten posters or oral summaries	Final product review, self-assessment form

The concept of linguistic personality (or language personality) has been widely explored in linguistics, psycholinguistics, and language pedagogy. The term refers to a set of cognitive, communicative, and cultural characteristics that manifest in an individual's language behavior. According to Y.N. Karaulov (1987), linguistic personality is a multi-level structure that includes the verbal-semantic, cognitive, and motivational-pragmatic levels of language use – Boiko Ya. (2020) [5]. These levels reflect not only a person's vocabulary and grammar but also their worldview, communication goals, and cultural values (Karaulov, 1987).

In the context of primary education, the development of a linguistic personality is closely tied to the formation of communicative competence and identity. Scholars such as Leontiev (1999) and Shakhnarovich (2000) have emphasized the importance of early language experiences in shaping a child's social and cognitive development. Language is not merely a means of communication, but also a tool for thinking, socialization, and identity construction (Vygotsky, 1978).

Furthermore, modern research connects the concept of linguistic personality with personalized learning strategies, arguing that recognizing individual differences in learners' linguistic backgrounds, motivations, and cognitive profiles is essential for effective language instruction (Ushakova, 2005; Benson, 2013).

In multilingual environments, such as Kazakhstan, the linguistic personality is formed under the influence of at least two linguistic and cultural systems – Kazakh and Russian – which makes the personalization of language education even more significant (Smagulova, 2008).

Results and discussions

The demographic characteristics of the students who participated in the study are described below. A total of 40 primary school students took part in the research. All participants were aged between 8 and 10 years and were enrolled in grades 2 to 4 at a general education school in Kazakhstan. The gender distribution was relatively balanced: 21 students (52.5%) were girls, and 19 (47.5%) were boys – Colunga Jiménez C., Martínez Victoriano J.L., Vidal Pulido J.L. (2021). *La escritura digital*: Adetokun R.B., Omotayo K. (2023) [6, 7].

The participants were randomly assigned to two groups: 20 students (50%) formed the experimental group, and the remaining 20 students (50%) formed the control group. The experimental group received instruction using digital learning tools designed to support the development of linguistic personality, while the control group followed traditional teaching methods. The even distribution of participants ensured a reliable basis for comparing outcomes across the two groups (Figure 1).

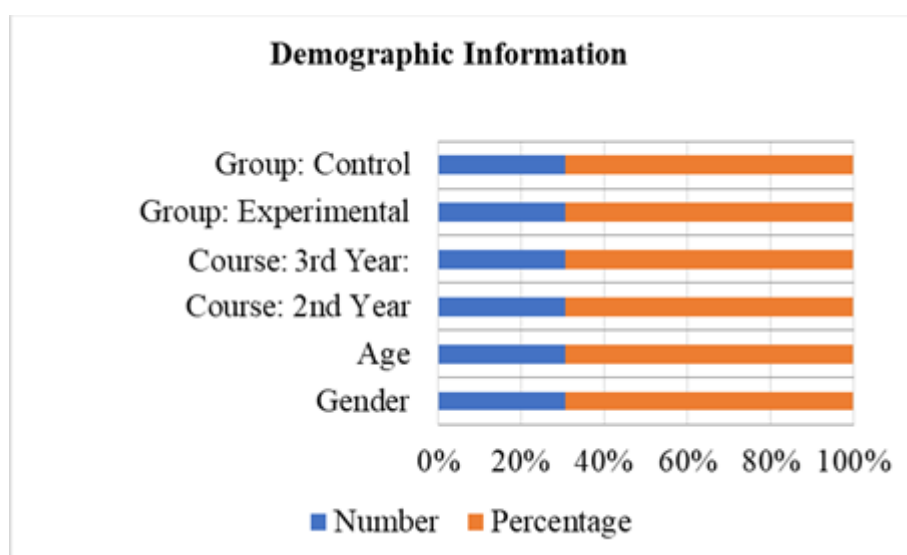


Figure 1 – Percentage Diagram of Demographic Information

The first research question of this study was aimed at determining how the integration of digital tools influences the development of linguistic personality traits in primary school students. To assess the effectiveness of the digital intervention, a quasi-experimental design was implemented, involving pre- and post-assessment of students' language skills and engagement levels. In the experimental group, learners received instruction enhanced with personalized digital tools such as interactive storytelling applications, AI-powered chatbots (e.g., TalkyKids and LinguaBot), and gamified platforms (e.g., Wordwall, Kahoot, and Quizizz). Meanwhile, the control group followed traditional textbook-based instruction. Before the intervention (Pre-test), the average score for communicative competence in the experimental group was $M = 52.10$, $SD = 11.45$. After three weeks of digitally mediated instruction (Post-test), the mean score increased to $M = 72.85$, $SD = 10.30$. The average gain of 20.75 points demonstrates a statistically significant improvement in students' ability to express ideas in the target language, apply vocabulary in meaningful contexts, and engage in basic dialogue. Moreover, classroom observations and student reflections indicated a rise in language confidence and motivation among the experimental group. The integration of adaptive digital content contributed to more personalized, interactive, and learner-centered instruction. This result supports the hypothesis that digital personalization strategies can enhance the development of linguistic personality in young learners Guerriero A.R. (2025) [8].

Personalized digital environments foster learner agency and improve language retention by addressing both cognitive and affective factors in learning (Van Lehn, 2011). These technologies are especially relevant in multilingual and multicultural contexts, where children may have varied proficiency levels in different languages, including Kazakh and Russian. The successful application of such tools requires careful pedagogical planning, teacher training, and cultural–linguistic sensitivity. Nevertheless, the potential of digital personalization to enhance linguistic personality development is significant, particularly when integrated meaningfully into the classroom experience: Karpenko Y.M., Ajtay–Horváth M. (2021), AlAli R., Al-Barakat A.A., Bataineh R.F., Alqatawna M. [9, 10].

Multilingual education plays a central role in the linguistic and cultural landscape of Kazakhstan, where both Kazakh and Russian function as socially significant languages in education, communication, and public life. This bilingual setting offers unique challenges and opportunities for the development of students' linguistic personality. In the context of primary education, children are often introduced to both languages simultaneously or sequentially, depending on the school's medium of instruction and regional language policy. The process of acquiring two languages at an early stage requires sensitive pedagogical strategies that not only foster communicative competence but also support identity formation within both linguistic and cultural frameworks (Smagulova, 2008). The coexistence of Kazakh and Russian as languages of instruction leads to a complex interaction of linguistic norms, value systems, and worldviews. For example, Kazakh is often associated with national identity and cultural heritage Yyelland D. (2024), Oranç C., Baykal G.E., Kanero J., Küntay A.C., Göksun T. (2020) [11, 12], while Russian retains strong positions in science, media, and intercultural communication. As such, the linguistic personality of the learner evolves in a bicultural and bilingual matrix, shaped by formal schooling, family language use, and societal discourse (Muratkyzy & Abdrakhmanova, 2021). In multilingual classrooms, personalized learning becomes not only a matter of academic adaptation but also a means of supporting learners' emotional security, cognitive flexibility, and linguistic self-confidence. Digital technologies can offer customized pathways for developing proficiency in both languages, respecting each learner's initial linguistic background and learning pace. For instance, differentiated tasks in Kazakh and Russian, interactive vocabulary banks, and dual-language learning platforms help bridge potential gaps and promote balanced bilingualism (Nazarbayev Intellectual Schools, 2018). Effective multilingual education should not aim at equalizing linguistic output, but rather at nurturing functional bilingualism – the ability to use each language competently in its appropriate context, while maintaining personal motivation and cultural attachment – Blinov V.I., Esenina E.Yu., Sergeev I.S., Shcherbina E.Yu., Shmurygina O.V., Utkina S.N. (2020) [13, 14].

The analysis of theoretical and contextual foundations suggests that personalized digital approaches offer significant advantages for the development of linguistic personality in primary school students, particularly in multilingual environments like Kazakhstan. The integration of adaptive technologies, bilingual platforms, and interactive tools supports differentiated instruction and enhances learners' engagement with both the Kazakh and Russian languages. One of the key findings is that personalization strengthens the learner's agency, allowing students to become more autonomous and motivated participants in the learning process. When students can interact with language content at their own pace, choose topics of interest, and receive immediate feedback, they are more likely to develop a deeper connection with the language and demonstrate higher levels of communicative competence Bermus A.G. (2022) [15]. Furthermore, digital technologies contribute to the emotional and social dimensions of language learning. Through gamification, voice interaction, and real-life simulations, learners not only practice language structures but also experience meaningful language use in context. These features are essential in building the motivational–pragmatic level of linguistic personality, as defined by Karaulov (1987).

Another important aspect is the cultural dimension. In a bilingual setting, personalization allows educators to introduce culturally relevant content in both Kazakh and Russian, reinforcing learners' linguistic identities and promoting mutual respect among language communities. This approach counters the risk of language dominance and supports the goal of functional bilingualism rather than linguistic

substitution. However, challenges remain. Effective implementation of personalized learning requires technological infrastructure, teacher training, and pedagogical adaptation. Not all schools have equal access to digital tools, and not all teachers are equipped to integrate them meaningfully into language instruction. There is also a risk of over-reliance on technology without sufficient attention to human interaction and emotional support. Despite these limitations, the overall findings suggest that personalized digital learning environments have strong potential to enhance language acquisition, support identity formation, and foster inclusive bilingual education for young learners.

Conclusion

The digital transformation of education has opened new pathways for supporting the development of linguistic personality in primary school students through personalized learning. In multilingual contexts such as Kazakhstan, where students are expected to develop proficiency in both Kazakh and Russian, digital personalization becomes not only a technological innovation but also a pedagogical necessity. This study has shown that personalized digital tools – including adaptive platforms, gamified environments, and bilingual resources – can effectively support differentiated instruction and promote learners' motivation, autonomy, and identity formation. Grounded in the theory of linguistic personality, these tools contribute to the development of communicative competence across multiple dimensions: cognitive, emotional, and cultural. Despite certain challenges in implementation – such as limited access to infrastructure or the need for teacher training – the potential of personalized digital learning environments to improve language education outcomes is evident. As schools continue to adapt to digital realities, special attention must be given to the meaningful integration of technology that respects each learner's linguistic background, promotes inclusivity, and nurtures a balanced bilingual identity. Future research should focus on empirical studies that measure the long-term impact of digital personalization on language acquisition and personality development, particularly in diverse sociolinguistic contexts.

LITERATURE:

- 1 Tursunqulova M.T. qizi. Technologies for developing linguistic competencies through didactic games in primary school // International Journal of Pedagogics. – 2024. – Vol. 4(12). – P. 34–37. <https://doi.org/10.37547/ijp/volume04issue12-07>
- 2 Cicėnaitė-Milaševičiūtė A.D., Juškevičienė A. Development of primary school student language skills: application of principles of neurodidactics in Lithuanian language classes // Socialiniai tyrimai ir edukacinė praktika. – 2020. – Vol. 12(2). – P. 58–76. <https://doi.org/10.48127/SPVK-EPMQ/20.12.58>
- 3 Петрова Т.Н., Потапов А.А., Уракова Ю.О. Принципы цифровой дидактики в учебно-игровой деятельности детей в начальной школе // Начальная школа: проблемы и перспективы, ценности и инновации. – 2021. – С. 78–81. <https://cyberleninka.ru/article/n/didakticheskie-printipy-i-rol-uchitelya-v-usloviyah-realizatsiisifrovogo-obrazovatel'nogo-protsessa>
- 4 Zaton D., Shatokhina I. Methodical approaches and experience of the formation of the communicative universal learning skills of younger schoolchildren using digital technologies (literature review). – 2022. https://www.researchgate.net/publication/378424968_The_Use_of_Digital_Technologies_to_Develop_Young_Children's_Language_and_Literacy_Skills_A_Systematic_Review
- 5 Бойко Я. Зарубіжний досвід застосування цифрових технологій на уроках англійської мови в початковій школі. – 2020. – С. 15–21. [https://doi.org/10.31499/2706-6258.1\(3\).2020.204282](https://doi.org/10.31499/2706-6258.1(3).2020.204282)
- 6 Colunga Jiménez C., Martínez Victoriano J.L., Vidal Pulido J.L. La escritura digital: «Un reto posible de lograr en niños que inician el proceso de alfabetización» // REDCA. – 2021. – Vol. 3(9). – P. 139–157. https://dialnet.unirioja.es/servlet/articulo?codigo=9106861&utm_source=chatgpt.com
- 7 Adetokun R.B., Omotayo K. Promoting children's language learning through digital-based literacy // Journal of Education and Learning Innovation. – 2023. – Vol. 3(1). – P. 23–28. <https://doi.org/10.35877/454ri.eduline1452>
- 8 Guerriero A.R. Spunti di riflessione sul curricolo verticale di educazione linguistica // Italiano LinguaDue. – 2025. – Vol. 16(2). – P. 339–350. <https://doi.org/10.54103/2037-3597/27848>
- 9 Карпенко Ю.М., Айттай-Хорват М. Цифрове оповідання як засіб активізації пізнавальної діяльності молодших школярів на уроці іноземної мови // Information Technologies and Learning Tools. – 2021. – Vol. 81(1). – С. 36–45. <https://doi.org/10.33407/ITLT.V8111.3149>
- 10 AlAli R., Al-Barakat A.A., Bataineh R.F., Alqatawna M. From pixels to prose: teachers' views on the power of digital imagery in early language development // Forum for Linguistic Studies. – 2025. – Vol. 7(2). <https://doi.org/10.30564/fls.v7i2.8186>

- 11 Yyelland D. Digital game-based language learning in primary education: exploring motivational factors and educational outcomes // *Pedagogika i Psihologiya*. – 2024. <https://doi.org/10.51889/2960-1649.2024.59.2.004>
- 12 Oranç C., Baykal G.E., Kanero J., Küntay A.C., Göksun T. A look into the future: how digital tools advance language development. – Routledge, 2020. – P. 122–140. <https://doi.org/10.4324/9780429321399-10>
- 13 Блинов В.И., Есенина Е.Ю., Сергеев И.С. Цифровая дидактика профессионального образования и обучения (ключевые тезисы) // *Среднее профессиональное образование*. – 2019. – № 3. – С. 3–8. https://rcpomo.ggtu.ru/wpcontent/uploads/content/metodicheskij_kabinet/research/blinov_v.i./Cifrovaya%20didaktika%20professionalnogo%20obrazovaniya.pdf
- 14 Щербина Е.Ю., Шмурыгина О.В., Уткина С.Н. Цифровая дидактика профессионально-педагогического образования: основные компоненты // *Бизнес. Образование. Право*. – 2020. – № 2. – С. 411–418. <https://vestnik.volbi.ru/upload/numbers/251/article-251-2743.pdf>
- 15 Бермус А.Г. Актуальные проблемы педагогического образования в эпоху цифровой трансформации: теоретический обзор // *Педагогика. Вопросы теории и практики*. – 2022. – Т. 7(1). – С. 1–10. <https://cyberleninka.ru/article/n/aktualnye-problemy-pedagogicheskogo-obrazovaniya-v-epohu-tsifrovoy-transformatsii-teoreticheskii-obzor/viewer> (дата обращения: 02.09.2025).

REFERENCES:

- 1 Tursunqulova M.T. qizi. (2024). Technologies for developing linguistic competencies through didactic games in primary school, *International Journal of Pedagogics*, vol. 4(12), pp. 34–37. <https://doi.org/10.37547/ijp/volume04issue12-07>
- 2 Cicenaitė-Milaseviciute A.D., Juskeviciene A. (2020). Development of primary school student language skills: application of principles of neurodidactics in Lithuanian language classes, *Socialiniai tyrimai ir edukacine praktika*, vol. 12(2), pp. 58–76. <https://doi.org/10.48127/SPVK-EPMQ/20.12.58>
- 3 Petrova T.N., Potapov A.A., Urakova Yu.O. (2021). Printsipy tsifrovoy didaktiki v uchebno-igrovoy deyatel'nosti detey v nachalnoy shkole [Principles of digital didactics in educational and game activities of primary school children], *Nachalnaya shkola: problemy i perspektivy, tsennosti i innovatsii*, pp. 78–81. <https://cyberleninka.ru/article/n/didakticheskie-prinsipy-i-rol-uchitelya-v-usloviyah-realizatsiitsifrovogo-obrazovatel'nogo-protssesa> (in Russian).
- 4 Zatona D., Shatokhina I. (2022). Methodical approaches and experience of the formation of the communicative universal learning skills of younger schoolchildren using digital technologies (literature review). https://www.researchgate.net/publication/378424968_The_Use_of_Digital_Technologies_to_Develop_Young_Children's_Language_and_Literacy_Skills_A_Systematic_Review
- 5 Boiko Ya. (2020). Zarubizhnyi dosvid zastosuvannia tsyfrovoykh tekhnolohii na urokakh anhliiskoi movy v pochatkovii shkoli [Foreign experience in the use of digital technologies in English lessons in primary school], pp. 15–21. [https://doi.org/10.31499/2706-6258.1\(3\).2020.204282](https://doi.org/10.31499/2706-6258.1(3).2020.204282) (in Ukrainian).
- 6 Colunga Jimenez C., Martinez Victoriano J.L., Vidal Pulido J.L. (2021). La escritura digital: «Un reto posible de lograr en niños que inician el proceso de alfabetización», *REDCA*, vol. 3(9), pp. 139–157. https://dialnet.unirioja.es/servlet/articulo?codigo=9106861&utm_source=chatgpt.com
- 7 Adetokun R.B., Omotayo K. (2023). Promoting children's language learning through digital-based literacy, *Journal of Education and Learning Innovation*, vol. 3(1), pp. 23–28. <https://doi.org/10.35877/454ri.eduline1452>
- 8 Guerriero A.R. (2025). Spunti di riflessione sul curricolo verticale di educazione linguistica, *Italiano LinguaDue*, vol. 16(2), pp. 339–350. <https://doi.org/10.54103/2037-3597/27848>
- 9 Karpenko Yu.M., Ajtay-Horvath M. (2021). Tsyfrovo opovidannia yak zasib aktyvizatsii piznavalnoi diialnosti molodshykh shkoliariv na urotsi inozemnoi movy [Digital storytelling as a means of activating the cognitive activity of primary school students in foreign language lessons], *Information Technologies and Learning Tools*, vol. 81(1), pp. 36–45. <https://doi.org/10.33407/ITLT.V81I1.3149> (in Ukrainian).
- 10 AlAli R., Al-Barakat A.A., Bataineh R.F., Alqatawna M. (2025). From pixels to prose: teachers' views on the power of digital imagery in early language development, *Forum for Linguistic Studies*, vol. 7(2). <https://doi.org/10.30564/fls.v7i2.8186>
- 11 Yyelland D. (2024). Digital game-based language learning in primary education: exploring motivational factors and educational outcomes, *Pedagogika i Psihologiya*. <https://doi.org/10.51889/2960-1649.2024.59.2.004>
- 12 Oranç C., Baykal G.E., Kanero J., Küntay A.C., Göksun T. (2020). A look into the future: how digital tools advance language development, Routledge, pp. 122–140. <https://doi.org/10.4324/9780429321399-10>
- 13 Blinov V.I., Esenina E.Yu., Sergeev I.S. (2019). Tsifrovaya didaktika professionalnogo obrazovaniya i obucheniya (klyuchevye tezisy) [Digital didactics of vocational education and training: key theses], *Srednee professionalnoe obrazovanie*, no. 3, pp. 3–8. https://rcpomo.ggtu.ru/wpcontent/uploads/content/metodicheskij_kabinet/research/blinov_v.i./Cifrovaya%20didaktika%20professionalnogo%20obrazovaniya.pdf (in Russian).
- 14 Shcherbina E.Yu., Shmurygina O.V., Utkina S.N. (2020). Tsifrovaya didaktika professionalno-pedagogicheskogo obrazovaniya: osnovnye komponenty [Digital didactics of professional-pedagogical education: main components], *Biznes. Obrazovanie. Pravo*, no. 2, pp. 411–418. <https://vestnik.volbi.ru/upload/numbers/251/article-251-2743.pdf> (in Russian).

15 Bermus A.G. (2022). Aktualnye problemy pedagogicheskogo obrazovaniya v epohu tsifrovoy transformatsii: teoreticheskiy obzor [Current issues of pedagogical education in the era of digital transformation: theoretical review], Pedagogika. Voprosy teorii i praktiki, vol. 7(1), pp. 1–10. <https://cyberleninka.ru/article/n/aktualnye-problemy-pedagogicheskogo-obrazovaniya-v-epohu-tsifrovoy-transformatsii-teoreticheskiy-obzor/viewer> (in Russian) (accessed 02.09.2025).

БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ТІЛДІК БІЛІМІН ЖЕКЕЛЕНДІРУ: ЦИФРЛЫҚ ТРАНСФОРМАЦИЯ ТҮРҒЫСЫНАН ҚАРАСТЫРУ

Д. Яковоните–Сташкучиене., Байменова М.Ш.*

Витаутас Магнус университеті, Литва Республикасы, Вильнюс қ.

*e-mail: m_baimenova93@mail.ru

Аңдатпа. Бұл мақалада бастауыш сынып оқушыларының тіл үйренуін дербестендіруде цифрлық технологиялардың мүмкіндіктері жан-жақты қарастырылады. Зерттеу білім беру платформаларының, интерактивті чат-боттардың және мобильді қосымшалардың тілдік бірегейлікті қалыптастырудағы рөлін ашады, сонымен қатар көптілді ортада орыс және қазақ тілдерін интеграциялауға ерекше мән береді. Цифрлық құралдардың сараланған оқытуды жүзеге асырудағы артықшылықтары, яғни жеке прогреске бейімделетін тапсырмалар мен адаптивті кері байланыстың оқушы мотивациясы мен дербестігін арттырудағы маңызы көрсетіледі. Сонымен қатар, бұл технологиялар шығармашылық қабілеттерді, ынтымақтастық дағдыларын, мәдениетаралық коммуникацияны дамытуға ықпал етеді. Практикалық мысалдар мен теориялық зерттеулердің негізінде цифрландыру бастауыш білім беру процесін трансформациялаудағы әлеуетін дәлелдейді. Ол тек академиялық нәтижелерді жақсартумен шектелмей, оқушыға бағытталған, инклюзивті және заманауи тіл үйрету үлгісін қалыптастырады. Сонымен қатар, цифрлық технологиялар оқушылардың сенімділігін, мәдени санасын және өмір бойғы білім алу дағдыларын дамыта отырып, оқу процесін қызықты әрі тиімді етеді. Нәтижесінде, бұл әдіс бастауыш мектептегі тіл үйрету тәжірибесін жаңаша деңгейге көтеруге мүмкіндік береді, әр оқушының жеке қажеттіліктерін ескеретін икемді және мазмұнды білім беру ортасын қалыптастырады.

Кілт сөздер: жекелендірілген оқыту, тілдік тұлға, бастауыш білім беру, цифрлық трансформация, білім беру технологиялары, қостілділік, тілді меңгеру, білім берудегі жасанды интеллект.

ПЕРСОНАЛИЗАЦИЯ ОБУЧЕНИЯ ЯЗЫКУ В НАЧАЛЬНОЙ ШКОЛЕ: ЦИФРОВОЙ ВЗГЛЯД

Д. Яковоните–Сташкучиене., Байменова М.Ш.*

Университет Витаутаса Магнуса, Литовская Республика, г. Вильнюс

*e-mail: m_baimenova93@mail.ru

Аннотация. В данной статье подробно рассматриваются возможности персонализации обучения языку младших школьников с использованием современных цифровых технологий. Особое внимание уделяется роли образовательных платформ, интерактивных чат-ботов и мобильных приложений в формировании языковой идентичности учащихся, а также интеграции русского и казахского языков в многоязычной образовательной среде. Исследование акцентирует внимание на значении цифровых инструментов для реализации дифференцированного подхода, индивидуализации обучения и углубленного освоения языка на раннем этапе образования. Отдельно рассматривается развитие мотивации, автономности и вовлеченности учащихся через интерактивные задания, адаптирующиеся к личному прогрессу, стилю обучения и когнитивным особенностям каждого ребенка. Показано, что цифровая образовательная среда способствует развитию творческих, критических и коммуникативных навыков, формированию сотрудничества и межкультурного взаимодействия между учениками. Анализ практических кейсов и теоретических подходов подтверждает трансформационный потенциал цифровизации, которая не только улучшает академические результаты, но и создает более инклюзивную, ученико-ориентированную модель языкового обучения. Внедрение цифровых технологий позволяет педагогам адаптировать образовательный процесс под индивидуальные потребности каждого ребенка, повышает интерес к обучению и способствует формированию навыков, необходимых для успешного освоения знаний в современном мультиязычном и технологически насыщенном мире.

Ключевые слова: персонализированное обучение, языковая личность, начальное образование, цифровая трансформация, образовательные технологии, билингвизм, овладение языком, ИИ в образовании.