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STRATEGIC FRAMEWORK FOR SKILL INTEGRATION: INTRODUCE A STEP-BY-STEP FRAMEWORK FOR PLANNING TECHNOLOGY-SUPPORTED LESSONS.

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Abstract: *This article explores the strategic framework for combining main skills into a technology-integrated learning sessions and estimates its sufficiency through a quasi-experimental method, utilizing the tool Kahoot to promote the knowledge of young learners at the aged 7-10. The strategic framework based on 4 main stage, these stages include: identifying the given skills, choosing an appropriate tool, creating an interactive task, the last one is evaluating student`s learnings through measurable illustrations. To indicate the need of this framework, two classes of first grade learners took part in 4week instructional lesson, so the article illustrates the need of framework for skill integration. "Traditional classroom-based learning often followed a one-size-fits-all approach, but today, technology allows for a tailored journey that suits individual needs, learning styles, and pace." [3,21]*

Keywords: *technology-supported learning, Kahoot, young learners, vocabulary acquisition, digital integration, strategic framework, primary education.*

1.Introduction

Nowadays using online tools and platforms in our lessons becoming the most common thing, especially Kahoot is a game-based quiz platform, which is able to make our lesson more interactive and memorable for young learners. Moreover, it recognized for enhancing motivation and organizing active participation of children. "It is challenging to imagine our classes without some interactive tools, for 7-10 years old children these platforms will be beneficial as they offer visual, competitive, and some crucial elements especially the process of learning new vocabularies become more enjoyable and interesting" [5,45].

The main purpose of the study is to identify whether Kahoot-based activities can enhance the language and vocabulary acquisition in comparison to traditional way. Moreover, learning process will be easier for children. To introduce a four-step framework for creating technology-supported lessons. "Interactive lessons will improve the students' participation in the classroom. Students will try their best to complete the task given to them. The

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educational process developed through digital learning, which offers advantages to the students. A wide variety of technology-enhanced educational strategies is used during the learning process" [1.2474]

2.Methods

Research design

A quasi-experimental design was chosen to illustrate the effectiveness of the given framework for organizing technology-supported course. The study shows two group of participants: first one is an experimental group exposed to Kahoot-based dictionary instructions and the second one is a control group receiving traditional learning system. "Assignment was not in random position due to administrative rules, thus intact classes we used during the whole process" [2,15]

Participants

The number of participants in our experiment were 30, they were first-grade learners aged 7-8 from public school. At first group were 15 students –experimental group, the second group include the same number of children- traditional group. All learners had the same prior level of knowledge in English, limited to primary classroom rules, ensuring a relatively the same starting position.

Instruments

Two researcher-designed tasks were created: a pre-test and post-test, each task included 20picture-matching the new words with each other activities which based on encasing vocabulary acquisition. Despite of these tests, the educator observed the whole process, behavior of learners, utilizing a structured examination checklist, assessing engagement, participants, and given time.

Procedure

The experiment lasted approximately four weeks and included eight lessons and the peer week. Each course followed the strategic framework, in the experimental class:

1. Target skill identification- new words should be related to school subjects.
2. Tool selection- Kahoot, quizzes with images, sound and questions.
3. Design of interactive task-warming-up activities, main quiz, and reflections.
4. Outcome evaluation- quick discussions and group formative checks.

The control group (traditional group) had the same tasks but with flashcard, repetition, workbook assignments. Both groups had pre-test before starting this challenge and post after finishing.

3. Results

Both groups illustrated the good results from pre-test to post-test, however, the first group learners (experimental group) showed notable results rather than second group (control

group). The experimental group`s pre-test score was 8 out of 20, increasing to 18, resulting in a gain of +10 points. In comparison, the control group`s pre-test was 9 out of 20, and post-test established 15, gaining +6 score at the end of eight experimental lessons. This scores shows that the learners who participated in Kahoot platform achieved twice as much enhancement than those in second group.

Table1. Pre-test and Post-test scores.

Group	Pre-test	Post-test	Improvement
Experimental (Kahoot)	8	18	+10
Control (Traditional)	9	15	+6

The table demonstrates that learners in the first group illustrated higher results. Over 85 % of youngers participated actively in the Kahoot based challenge, collaboration, discussion and reactions of children improved their motivation, reduced stress and gained attention to the English lesson. In the second group, approximately 50% percent of learners were engaged to the lesson, some of them lose their confident and focus during failing the process.

Overall summary

The given results illustrate that the strategic framework, while using it with Kahoot-based quiz activity, cause to the better results in learning vocabularies and stronger participation during lessons, compared to the traditional methods for children.

4.Discussion

The experiments verify that the strategic framework successfully supports lexicons learning when the process organized with various platforms and digital tools to engage all students to the course. "Kahoot platform allowed to practices new words and repeating it in a funniest way" [4,12]. The improved test results combine with studies highlighting the worth of online platforms in organizing interactive language lessons. The control group`s smaller engagement propose that traditional and old learning methods may not catch the attention and interest of the youngers. The framework also confirmed practical for educators, giving some clear instructions for integrating technology purposely rather than utilizing it randomly.

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5.Conclusion

"In the ever-evolving landscape of education, the role of learning communities in skill development stands as a cornerstone for shaping futures. As we navigate the complexities of the 21st century, the conclusion is clear: strategies, methods, and supports for developing skills within learning communities are integral to preparing learners for a dynamic and uncertain future" [6,231]. The study shows that utilizing a strategic framework to technology-supported planning courses significantly improves lexicons acquisition among 7-10year old learners. Kahoot based challenge increased participation, and made more memorable and interesting the process of studying. This mentioned framework can be used by educators to design effective and appropriate lesson plans for primary language learners.

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