HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

THE USE OF INTERACTIVE ELECTRONIC TEXTBOOKS IN TEACHING MOTHER TONGUE IN PRIMARY SCHOOLS

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Doi: https://doi.org/10.5281/zenodo.23667337

Abstract: The integration of interactive electronic textbooks into primary education represents an important direction in the development of contemporary language teaching methodologies. Interactive electronic textbooks combine textual information, illustrations, audio recordings, animations, video materials, interactive exercises, and assessment tools to create a learning environment that can support pupils' linguistic development. The proposed framework provides a theoretical and methodological foundation for future empirical research into the effectiveness of interactive electronic textbooks in primary education.

Keywords: interactive electronic textbooks, primary education, mother tongue instruction, digital learning, language competencies, interactive learning, reading comprehension, educational technology, formative assessment, teaching methodology.

The rapid development of information and communication technologies has created new opportunities for improving educational processes and diversifying instructional methods. Digital learning resources have become increasingly important in contemporary education because they enable teachers to present information in different formats, organise interactive learning activities, and provide opportunities for individualised learning.

Primary education is a particularly significant stage in a child's intellectual, linguistic, and social development. During this period, pupils develop foundational abilities in reading, writing, speaking, listening, spelling, vocabulary acquisition, and grammatical understanding. These competencies provide the basis for further academic achievement and effective communication.

Mother tongue instruction occupies a central position in primary education because it develops pupils' ability to understand linguistic structures, interpret written information, express ideas clearly, and communicate appropriately in different situations. Therefore, improving the methods used to teach the mother tongue is an important pedagogical task.

Traditional textbooks remain essential educational resources. However, printed materials generally provide limited opportunities for embedded audio, animated demonstrations, automatic feedback, and interactive assessment. Interactive electronic textbooks can extend these possibilities by combining conventional textual content with multimedia resources and activities that require active pupil participation.

An interactive electronic textbook can be understood as a digital educational publication that presents structured learning content and incorporates interactive functions, such as exercises, questions, navigation tools, audio materials, animations, and feedback mechanisms. Its educational value

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depends not simply on the availability of digital features but on how effectively these features support the intended learning outcomes.

The main research problem addressed in this article is the need to improve the methodological use of interactive electronic textbooks so that they contribute directly to the development of pupils' language competencies rather than serving merely as digital replacements for printed textbooks.

In some instructional contexts, digital textbooks are used mainly to display information on a screen. Such use may reproduce traditional teaching practices without taking full advantage of interactive features.

A more effective approach requires the integration of meaningful activities in which pupils identify linguistic patterns, solve problems, construct sentences, interpret texts, correct errors, and explain their reasoning.

The aim of this article is to develop a theoretically grounded methodological framework for using interactive electronic textbooks in primary school mother tongue instruction.

The objectives are:

1. To analyse the theoretical foundations of interactive electronic textbooks in education.
2. To identify their pedagogical opportunities for developing primary school pupils' language competencies.
3. To establish methodological principles for selecting and using interactive textbook content.
4. To develop a structured framework for integrating electronic textbooks into different stages of mother tongue lessons.
5. To propose practical learning activities and assessment criteria.
6. To identify the challenges and conditions associated with effective implementation.

The article addresses the following research questions:

- What pedagogical opportunities do interactive electronic textbooks offer for teaching the mother tongue in primary schools?
- Which methodological principles should guide their selection and classroom implementation?
- How can interactive electronic textbooks support independent learning, differentiated instruction, and formative assessment?
- What conditions should be considered when evaluating the effectiveness of interactive electronic textbooks?

Theoretical analysis. Relevant publications on multimedia learning, cognitive load, inclusive instructional design, and educational technology are examined to establish the conceptual foundations of the study.

Comparative pedagogical analysis. The potential advantages and limitations of interactive electronic textbooks are considered in relation to the objectives of primary school mother tongue instruction.

Pedagogical modelling. A methodological framework is developed to demonstrate how interactive electronic textbooks can be integrated into lesson planning, classroom activities, and formative assessment.

The proposed framework is based on the following principles:

- **Instructional alignment:** the electronic textbook must support a clearly defined learning objective.
- **Developmental appropriateness:** content and interaction should match pupils' age and abilities.

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- **Active participation:** pupils should perform meaningful linguistic tasks rather than passively view digital content.
- **Clarity and simplicity:** the interface should minimise unnecessary visual and cognitive demands.
- **Differentiation:** activities should accommodate different levels of prior knowledge and learning needs.
- **Feedback and reflection:** pupils should receive appropriate feedback and opportunities to review their progress.
- **Equity and accessibility:** learning should remain possible for pupils with different levels of technological access.

The article presents a proposed methodological model rather than the results of a completed experimental intervention. No original experimental data or statistical claims are reported.

The following lesson illustrates how the proposed framework can be implemented in a primary school classroom.

Subject: Mother Tongue

Topic: Types of Sentences According to Communicative Purpose

Suggested grade: Grade 3 or Grade 4, depending on the curriculum.

Duration: 35 minutes.

Learning objective: Pupils will be able to distinguish declarative, interrogative, and imperative sentences, apply appropriate punctuation, and explain their choices.

Lesson procedure

1. Introduction and motivation — 3 minutes

The teacher presents three short situations through an interactive electronic textbook: a child reporting information, a child asking a question, and a child making a request.

Pupils identify the communicative purpose of each situation.

2. Presentation of new knowledge — 7 minutes

The electronic textbook introduces the three sentence types using concise explanations, examples, punctuation marks, and audio recordings demonstrating appropriate intonation.

The teacher explains the relationship between the communicative purpose of a sentence, its intonation, and its punctuation.

3. Interactive practice — 10 minutes

Pupils classify sentences using an interactive exercise.

Examples include:

- *The weather is sunny today.*
- *Have you finished your homework?*
- *Please open your notebook.*

After selecting a sentence type, pupils explain their reasoning. The teacher reviews common errors and provides additional examples where necessary.

4. Independent language production — 10 minutes

Pupils examine three illustrations representing different communicative situations. They create an appropriate sentence for each illustration, add the correct punctuation mark, and explain their choices.

Pupils may work in pairs to review one another's sentences.

5. Assessment and reflection — 5 minutes

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Pupils independently classify new sentences and apply the appropriate punctuation marks.
The teacher evaluates their responses using predefined criteria and asks pupils to identify one aspect they understood well and one aspect that requires further practice.

Assessment criteria

Assessment criterion	Expected evidence
Sentence recognition	Correctly identifies the communicative purpose

The central conclusion is that interactive electronic textbooks should be regarded as pedagogical resources rather than independent solutions to educational challenges. Their value lies in the extent to which they improve pupils' opportunities to understand, practise, apply, and reflect on language.
Further empirical research is needed to establish the effectiveness of the proposed methodological framework and determine which interactive textbook features are most beneficial for particular language competencies and pupil groups

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