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CRITERIA FOR EVALUATING THE DIDACTIC POTENTIAL OF DIGITAL PLATFORMS IN TEACHING ENGLISH

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Abstract. This article examines the issue of evaluating the didactic potential of digital platforms in teaching English. Platforms such as Moodle, Google Classroom, Kahoot, Quizizz, Zoom, Google Meet, Padlet, and Canva are analyzed on the basis of criteria such as alignment with learning objectives, interactivity, feedback, individualization, and monitoring.

Annotation. The article explores the assessment of the didactic potential of digital platforms in English language teaching. Platforms such as Moodle, Google Classroom, Kahoot, Quizizz, Zoom, Google Meet, Padlet, and Canva are analyzed according to learning objectives, interactivity, feedback, individualization, and monitoring criteria.

Keywords: digital platform, English language teaching, didactic potential, interactivity, assessment criteria.

Under the conditions of digital transformation, the process of teaching English is being renewed in terms of content, methods, and assessment formats. Digital platforms make it possible to deliver educational material, organize exercises and assignments, provide prompt feedback, support independent learning, and monitor students' learning outcomes. However, no platform produces effective results by itself. Its didactic value depends on the lesson objective, the student's language proficiency level, the content of the assignment, and the teacher's methodological approach. Therefore, the purposeful selection of digital platforms and the determination of evaluation criteria in English language education constitute an urgent scientific and methodological issue.

The didactic potential of digital platforms is determined not by the number of their technical functions, but by the extent to which they serve educational purposes. Researchers such as M. Levy, C. Chapelle, P. Hubbard, and M. Warschauer emphasize that computer-assisted language learning tools become effective only when they are consciously integrated into the methodological system [1; 2; 4; 10]. Consequently, the popularity of a platform should not be regarded as the main criterion; rather, priority should be given to its compatibility with lesson content, learning activities, and assessment procedures.

Platforms used in English lessons may be divided into several groups according to their functional purposes. Moodle and Google Classroom are convenient for managing the learning process, uploading materials, assigning tasks, controlling deadlines, and organizing assessment results. Kahoot and Quizizz increase learner engagement through interactive exercises, short quizzes, and formative assessment. Zoom and Google Meet contribute to the development of listening comprehension, oral communication, discussion, and presentation skills. Tools such as Padlet, Google Docs, and Canva are aimed at collaboration, collaborative writing, exchanging ideas, and creating creative products. Thus, each platform performs a specific methodological function.

When evaluating the didactic potential of digital platforms, the first criterion is alignment with the learning objective. It is necessary to clearly define what pedagogical function the platform

performs at the introductory, main, or concluding stage of a lesson. The second criterion is the ability to develop language skills. For example, videoconferencing tools support speaking and listening comprehension; Google Docs contributes to writing skills; and Quizizz and Kahoot are useful for checking lexical and grammatical knowledge. The third criterion is the level of interactivity, since the digital environment should transform learners from passive listeners into active participants, discussants, and creators.

The fourth criterion is ease of use. If the platform interface is complex, a significant portion of instructional time is spent on technical problems. The fifth criterion is the possibility of a differentiated approach. Since students in English language groups have different levels of preparation, the platform should allow the teacher to assign level-appropriate tasks, provide opportunities for repeated attempts, support work at an individual pace, or recommend additional resources. The sixth criterion is feedback and monitoring. Automatic results, teacher comments, progress indicators, and statistical data help manage the educational process on the basis of evidence.

On the basis of these criteria, the principle of "placing the pedagogical task, not the platform, at the center" is important in lesson organization. For example, at the beginning of a lesson, a short diagnostic question through Kahoot activates students' prior knowledge. During the main stage, students may work with texts, audio, and video resources through Google Classroom or Moodle; hold discussions through Zoom or Google Meet; collect ideas through Padlet; and create a final mini-project using Canva. At the concluding stage, formative assessment and reflection can be organized through Quizizz or Google Forms. In this process, the sequence of digital tools is subordinated to the content logic of the lesson.

At the same time, certain limitations exist in the use of digital platforms. These include the quality of internet access, a lack of devices, the incomplete compatibility of ready-made content with the national educational context, insufficient digital competence of teachers, and the distraction of students' attention. UNESCO's approach to the use of technology in education also emphasizes that technology produces positive outcomes only when it is used purposefully, inclusively, and under pedagogical control [9]. Therefore, when selecting a platform, it is necessary to consider not only technical capabilities but also methodological suitability, transparency of assessment, and students' needs.

In conclusion, evaluating the didactic potential of digital platforms in teaching English is one of the important directions of modern methodology. Platforms such as Moodle, Google Classroom, Kahoot, Quizizz, Zoom, Google Meet, Padlet, and Canva do not perform the same function; they create different opportunities in management, interactive practice, communicative interaction, collaboration, creative presentation, and monitoring processes. To use them effectively, they should be evaluated according to such criteria as alignment with learning objectives, development of language skills, interactivity, ease of use, differentiated instruction, feedback, and monitoring. Digital platforms do not replace the teacher; rather, they help organize the teacher's methodological decisions more clearly and on an evidence-based foundation.

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