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THE EFFECTIVENESS OF DIGITAL PLATFORMS IN DEVELOPING WRITTEN COMMUNICATION SKILLS IN JAPANESE LANGUAGE LEARNING

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Abstract
This article analyzes the didactic potential of digital platforms in the process of developing written communication competence in the Japanese language. Within the framework of the study, the factors influencing the development of writing skills were identified, and the effectiveness of writing activities organized in a digital environment was evaluated. The results show that activities conducted through digital platforms significantly improve students' grammatical accuracy, lexical activity, and text composition skills. In addition, an interactive learning environment has a positive impact on students' independent thinking and writing performance.

Keywords: Japanese language, written communication, digital platforms, writing competence, pedagogical technology, feedback.

Introduction

In recent years, the integration of digital technologies into foreign language teaching has become one of the most актуal scientific and practical issues. The development of written communication skills in Japanese language learning presents specific challenges due to the complexity of its multi-layered writing system and grammatical features.

Traditional teaching methods are often more focused on reinforcing theoretical knowledge rather than developing writing skills. As a result, students do not sufficiently acquire the ability to produce independent written texts. From this perspective, digital platforms are considered an effective tool for enhancing written communication skills.

The aim of this study is to determine the effectiveness of digital platforms in developing written communication skills in Japanese language learning and to justify their pedagogical potential.

This research has a practical orientation and involved active participation of students learning Japanese. In the course of the study, participants were divided into two main groups to evaluate the effectiveness of developing writing skills. The first group followed a traditional teaching model, where writing activities were conducted using conventional methods. The second group completed writing tasks using digital platforms, with extensive use of modern technologies and interactive tools.

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Within the digital approach, students:

- completed writing tasks in an electronic environment
- used automatic editing and proofreading tools
- participated in peer-feedback activities

The evaluation was carried out based on the following criteria:

- grammatical accuracy
- lexical richness
- text structure
- logical coherence

The results of the study showed that the use of digital platforms is significantly more effective in developing written communication competence compared to traditional approaches. In particular, a noticeable reduction in grammatical errors was observed in the works of students from the experimental group, indicating the effective use of automated editing and proofreading tools. In addition, the diversity of lexical units used by students increased, and they began to actively use more complex grammatical structures and new expressions. This demonstrates an expansion of their vocabulary and an improvement in their ability to express ideas more freely in written form.

Positive changes were also observed in the internal structure of the texts: the connection between the introduction, main body, and conclusion improved, and the logical coherence of ideas became more evident. Furthermore, through the peer-feedback process, students developed skills in analyzing each other's work, identifying and correcting errors, which also enhanced their critical thinking abilities.

Overall, writing activities organized in a digital environment increased student engagement and significantly improved their ability to work independently and express their ideas clearly and systematically.

The analysis of the obtained results shows that digital platforms possess significant pedagogical potential in the educational process. First of all, they enable rapid and individualized feedback, which helps to immediately identify and correct students' mistakes. As a result, the learning process becomes more efficient and goal-oriented.

In addition, digital platforms create an interactive learning environment. Through various tasks, discussions, and online collaboration opportunities, students become more active participants in the learning process. This increases their motivation and strengthens their interest in learning. Furthermore, such platforms allow for the individualization of the learning process. Each student can complete tasks according to their own level of knowledge and learning pace, which ensures a personalized approach. As a result, the gap between high-achieving and low-achieving students can be reduced.

The digital environment also contributes to the development of independent learning skills, which is another important aspect. Students learn to independently search for materials, edit written work, and evaluate their own performance. This, in turn, enhances their self-management skills and sense of responsibility.

At the same time, certain difficulties may arise at the initial stage for students with low technical skills. For example, technical issues or a lack of experience in using digital platforms may

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negatively affect the learning process. This indicates the necessity for methodological and technical support from teachers.

In conclusion, digital platforms demonstrate themselves as effective pedagogical tools in developing written communication skills in Japanese language learning. The results of the study show that they not only contribute to the formation of writing competence but also play an important role in increasing student activity and developing their independent thinking and learning skills. Moreover, the learning process organized through digital technologies becomes more flexible, interactive, and effective. A more comfortable learning environment is created for students, which positively influences their level of achievement. In the future, the systematic integration of digital technologies into the teaching process, the in-depth study of their didactic and methodological foundations, and the comparative analysis of the effectiveness of different platforms will have significant scientific and practical importance.

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