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ONLINE COURSES AS A TOOL FOR DEVELOPING LANGUAGE AND DIGITAL COMPETENCE IN HIGHER EDUCATION STUDENTS

Ⓐ *The article explores the use of online courses as an effective pedagogical strategy for the integrated development of language and digital competence among students in higher education institutions. In the context of digital transformation and the growing importance of information literacy, the acquisition of Ukrainian academic language proficiency and digital communication skills is identified as a key prerequisite for academic success and professional realisation. The authors emphasise the relevance of combining these competencies within a single educational trajectory, implemented through online learning platforms that provide flexibility, accessibility, and personalised learning paths. Particular attention is paid to the methodological principles of content design, which include multimedia integration, interactive learning scenarios, the use of LMS systems, gamification elements, and formative assessment tools. The research is grounded in the experience of the National Aerospace University "Kharkiv Aviation Institute", where online courses such as "Ukrainian Language for Professional Purposes", "Academic Writing and Scientific Communication in Ukrainian", and "Digital Literacy for Educational and Scientific Environments" have been successfully embedded in both bachelor's and master's programmes. These courses support not only the development of communicative competence but also academic integrity, autonomy, and critical thinking. The paper highlights the importance of teacher support, inclusive design, and the ethical use of digital resources as factors of quality assurance in online learning. The model is proposed as scalable and applicable to other higher education institutions seeking to modernise their language and digital training through innovative pedagogical approaches.*

Keywords: *online courses; Ukrainian language; digital literacy; higher education; academic communication; digital pedagogy*

ОНЛАЙН-КУРСИ ЯК ІНСТРУМЕНТ ФОРМУВАННЯ МОВНОЇ ТА ЦИФРОВОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

Ⓢ *Розглянуто потенціал онлайн-курсів як інноваційного інструменту, здатного забезпечити інтегроване формування мовної та цифрової компетентності здобувачів вищої освіти в умовах цифровізації освітнього середовища. Обґрунтовано актуальність розвитку українськомовної академічної комунікації та цифрової грамотності як складників професійної підготовки сучасного фахівця, який здатний ефективно функціонувати в інформаційному суспільстві. Авторка підкреслює, що поєднання мовного й цифрового компонентів у межах онлайн-курсів сприяє формуванню цілісної компетентнісної моделі випускника, зорієнтованого на самостійну роботу з інформацією, критичне мислення, академічну доброчесність і продуктивну участь у професійній і науковій комунікації. Дослідження ґрунтується на досвіді Національного аерокосмічного університету «Харківський авіаційний інститут», де онлайн-курси «Українська мова за професійним спрямуванням», «Академічне письмо та наукова комунікація українською мовою» й «Цифрова грамотність для освітнього та наукового середовища» були успішно інтегровані до освітнього процесу як на рівні бакалаврату, так і магістратури. Визначено роль курсів у формуванні мовних і цифрових навичок студентів технічних спеціальностей. Акцентовано увагу на педагогічних умовах успішного застосування онлайн-курсів: адаптація змісту до потреб аудиторії, використання мультимедійних ресурсів, інтеграція LMS-платформ, елементів гейміфікації, а також консультативна та модераторська підтримка з боку викладача. Окрему увагу приділено питанням інклюзивності онлайн-освіти, дотримання академічної доброчесності, розвитку саморегуляції, навичок самоорганізації та ефективного використання цифрових ресурсів. Запропонована модель рекомендована до розширення в інших ЗВО як ефективна стратегія розвитку ключових компетентностей здобувачів вищої освіти.*

Ключові слова: *онлайн-курси; українська мова; цифрова грамотність; вища освіта; комунікативна компетентність; педагогіка цифрового навчання*

Statement of the problem. In the context of today's information society, enhancing students' proficiency in the Ukrainian language and developing their digital literacy have become key determinants of their competitiveness in the labour market and their effectiveness in professional practice. The integration of information and communication technologies into the teaching of the Ukrainian language in higher education aligns with the strategic objectives of national education policy, which aims to prepare a new generation of specialists, individuals capable of self-directed learning, critical thinking, and the effective use of modern technological tools for processing and analysing information. Among the most effective instruments in achieving this goal are online courses, which offer an innovative learning format that combines accessibility, flexibility, and the potential for personalising the educational experience.

Analysis of previous studies and publications. The need to enhance Ukrainian language proficiency is driven not only by socio-cultural imperatives but also by evolving professional demands. The increasing prominence of Ukrainian as the state language, particularly in the context of global information exchange, necessitates a high level of communicative competence among young people, ranging from formal business correspondence to academic writing. At the same time, digital literacy, as defined by O. Trynus [19], encompasses the ability to work effectively with information in electronic environments, including skills in searching, analysing, synthesising, and critically evaluating digital content.

We support this view and emphasise that online courses offer valuable opportunities to foster these competences due to their inherent accessibility and flexibility. Research by N. Danchyshyn [5]. underscores that such courses enable the organisation of learning without spatial or temporal limitations, allowing students to determine their own pace and learning trajectories. In this context, the implementation of online courses in Ukrainian not only contributes to the development of linguistic proficiency but also promotes the formation of self-regulated learning skills, an essential prerequisite for academic success.

It is essential to recognize that the effectiveness of online courses in enhancing language proficiency is closely tied to the interactivity of the learning environment, the availability of timely feedback, and the adaptability of content to the specific needs of target groups. The flexibility inherent in digital learning creates favourable conditions for implementing individualised approaches, a particularly critical factor when working with students of varying levels of prior preparation. This is supported by the research of Gillett-Swan [8], who observes that a technology-enriched learning environment fosters increased motivation and greater engagement in learning activities, particularly within blended learning formats.

At the same time, the effective use of online courses for teaching the Ukrainian language requires a comprehensive approach to addressing a range of methodological and technological challenges. Foremost among these is the need to ensure that course content aligns with contemporary standards of the Ukrainian language, while also reflecting students' communicative needs and the conventions of academic discourse. In this context, it is especially important to incorporate tasks that develop all types of speech activity as reading, listening, speaking, and writing, alongside the cultivation of skills for working with electronic resources and utilising digital tools for learning purposes. As N. Franchuk [7] rightly emphasises, it is the integration of linguistic and technological components within the content of online courses that determines their overall effectiveness in preparing future professionals.

Particular attention should be given to the development of students' digital literacy in the context of working with online courses. As noted by Tang & Chaw [18], digital literacy is a critical prerequisite for effective learning in both blended and distance formats, as it encompasses not only technical proficiency but also the ability to critically assess information and uphold ethical standards within the digital environment. In this regard, online learning of the Ukrainian language should aim to integrate language and digital competencies by engaging students in interactive tasks that simulate real-life communication scenarios using contemporary technologies.

Among the key advantages of online courses, as highlighted by Adams & Blair [1] are the accessibility of educational resources, cost-effectiveness, the ability to revisit materials multiple times, and the potential for personalising the learning process. At the same time, scholars point to certain challenges, including the need for well-developed time management skills, self-regulation, and a high degree of intrinsic motivation on the part of learners.

In the Ukrainian educational context, these factors are particularly significant, as some students, especially in light of Russia's full-scale invasion, continue to face limited access to high-speed internet and modern technological equipment. This situation creates unequal starting conditions for engaging with digital platforms and can exacerbate existing educational inequalities.

Equally critical is the issue of pedagogical support in the implementation of online courses. As O. Ushakova & M. Ushakov [20] observe, the teacher's role in the virtual learning environment remains essential, though its nature is evolving: shifting from a traditional transmitter of knowledge to that of a facilitator, mentor, and moderator of the educational process. In our view, within the context of integrating online courses, educators should take on the role of consultants, providing timely feedback, coordinating student work, and fostering learners' autonomy and self-direction. However, as research by Zawacki-Richter & Anderson [23] suggests, insufficient digital competence among teachers or limited experience with distance education can significantly undermine the effectiveness of online learning initiatives.

The introduction of online courses in the Ukrainian language also draws attention to the challenge of adapting educational content to contemporary linguistic standards and cultural realities. One of the most common shortcomings in the development of digital educational resources is the reliance on templated tasks that fail to consider the communicative needs of a specific target audience. As D. Sotnikov [17] points out, a misalignment between the content of online courses and the actual learning context is a widespread issue in e-education, often resulting in decreased

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student motivation and disengagement from the course. For this reason, the development of high-quality Ukrainian language courses should be grounded in the principles of authenticity, interactivity, and adaptability, ensuring both the relevance and practical applicability of the learning material.

In the context of the ongoing digitalisation of education, the concept of blended learning, which combines the benefits of traditional face-to-face interaction with the flexibility of online formats, has gained particular significance. For Ukrainian higher education institutions, this model offers an optimal approach: not only does it support the development of Ukrainian language proficiency as a foundational competence, but it also fosters digital literacy by meaningfully integrating modern technologies into the educational process. As I. Korobova [10] emphasizes, blended learning enhances the flexibility and accessibility of education, creating conditions for individualized instruction, an especially important consideration when working with students at varying levels of language proficiency.

Online Ukrainian language courses should incorporate multimedia resources, interactive tasks, communication simulations, and project-based activities that foster the development of both productive and receptive language skills. Engaging students in authentic tasks within real digital environments, such as creating blogs, using cloud-based platforms for collaborative writing, or participating in forums and social media while adhering to the norms of the Ukrainian literary language, not only enhances language proficiency but also cultivates critical thinking and responsible digital behaviour.

Research by McGuinness & Fulton [13] demonstrates that integrating online resources into the learning process significantly improves students' information literacy. It expands their ability to search for, evaluate, and effectively utilise digital materials, skills that are essential components of digital literacy and crucial for success in modern educational and professional contexts.

At the same time, the effectiveness of such instruction largely depends on the development of high-quality content that reflects current norms of the Ukrainian language and accounts for its specific use in digital environments. Particular attention should be given to the teaching of academic writing, which entails the ability to produce texts across various genres following stylistic and orthographic conventions. Equally important is preparing students to work confidently with digital sources, including proper citation practices and strategies for avoiding plagiarism. As Appana [2] rightly points out, the alignment of course content with students' needs and the specific features of the educational context is a critical factor in determining its overall success.

Particular attention should be given to developing students' skills in using open educational resources and online libraries, as these tools enable independent knowledge expansion and contribute to the improvement of language competence. Equally important is the integration of adaptive learning systems capable of adjusting task complexity to match individual learners' levels of preparation. According to Emejulu & McGregor [6], autonomous learning in digital environments promotes

self-regulation and fosters a greater sense of responsibility for one's educational outcomes.

Among the notable advantages of implementing online courses in the Ukrainian language is the opportunity for students to revisit material at their own pace, which supports deeper understanding and retention. Additionally, the integration of gamification elements can significantly enhance student motivation. Gamified activities, point-based ranking systems, and digital rewards such as badges help create a competitive yet supportive learning atmosphere that encourages active engagement. As L. Krychun & T. Nesterenko [11] have shown, such methods reduce anxiety related to making mistakes and increase learners' willingness to engage in speech practice, an essential component in the development of communicative competence.

However, as Jacobs [9] rightly notes, the widespread perception of students as 'digital natives' is often misleading, as their technological skills are frequently limited to entertainment rather than educational purposes. This underscores the need for online courses to incorporate not only language development but also modules aimed at building essential digital competencies, such as navigating learning platforms, upholding academic integrity, managing time effectively, and safeguarding personal data online. From this perspective, the online course becomes not merely a tool for mastering the Ukrainian language, but a vehicle for the broader digital socialisation of students.

Nevertheless, several challenges may hinder the effectiveness of online courses. These include technical difficulties, unequal access to digital infrastructure, low levels of motivation, and difficulties in organising self-directed learning. Research by Kyei-Blankson et al. [12] indicates that a complex user interface or a lack of clear guidance can significantly increase the risk of student attrition in online learning environments.

For this reason, it is essential to ensure that the navigation system within online courses is user-friendly and intuitive, complemented by integrated video instructions and contextual tips to support learners. In addition, educators should continuously monitor student progress and offer personalised feedback and guidance. Such support helps prevent task overload and reduces the likelihood of students developing negative attitudes toward learning.

Equally important is the issue of academic integrity in the online environment. The absence of direct teacher supervision increases the risk of unethical behaviours such as cheating or reliance on external assistance when completing assignments. As O. Nalyvaiko et al. [14] emphasise, these risks can be mitigated through the use of plagiarism detection tools, the implementation of open-ended tasks that demand individual responses, and the inclusion of oral online interviews as a form of final assessment.

The scholarly work of Vinogradova & Shin [21] further supports the conclusion that integrating linguistic and digital components within educational programmes fosters the development of complex, interdisciplinary competencies essential for modern professionals.

In the Ukrainian context, this integration is particularly relevant given the state-mandated requirements for the digitalisation of education and the broader need to position the national language environment within the global information space. This reality necessitates the development of modern Ukrainian-language online courses that not only adhere to contemporary linguistic standards but are also grounded in the principles of openness, accessibility, and inclusivity.

It is important to underscore that the successful implementation of such courses depends on the comprehensive preparation of educators, who must demonstrate not only advanced language proficiency but also well-developed digital skills. This includes the ability to navigate and manage learning management systems (LMS), as well as to employ interactive tools and facilitate effective online communication. The continuous professional development of teaching staff in these areas represents a critical dimension of the ongoing modernisation of Ukrainian higher education. As research by Zawacki-Richter & Anderson [23] highlights, the advancement of digital pedagogy must be recognised as a distinct and essential field of expertise.

Purpose of the article. The purpose of this article is to substantiate the effectiveness of online courses as a tool for developing the language and digital literacy of higher education students, and to analyse the pedagogical conditions that enable the integrated formation of these competencies within a digital learning environment.

Presentation of the main research. In examining the role of online courses in improving Ukrainian language proficiency, particular attention should be paid to the potential for designing specialised modules that target specific competencies, such as academic writing, professional communication terminology, or public speaking skills in Ukrainian. These modules can either be integrated into comprehensive educational programmes or function independently, offering students the flexibility to select content most relevant to their academic or professional goals. The inherent flexibility of online courses supports the use of adaptive learning scenarios, in which the system tailors tasks to individual learners based on their performance and progress. The experience of leading educational platforms demonstrates that such technologies significantly enhance student engagement and overall learning outcomes.

Interactive tools that provide immediate feedback and support for formative assessment also hold considerable promise. The use of automated grammar and vocabulary checkers, dynamic exercise generators, and AI-driven chatbots for consultation purposes contributes to the optimisation of the learning process and helps alleviate teachers' workloads. Importantly, these technologies should not replace human interaction but rather complement it, ensuring that students still feel supported and actively engaged. As Collison et al. [4] note, the effectiveness of online learning is closely tied to the quality of communication between instructors and learners, which can be fostered through regular consultations, interactive webinars, forums, and group discussions.

It is equally important to highlight that the development of students' digital skills must be closely linked with the cultivation of academic integrity. Mastering citation conventions, adhering to copyright regulations, and effectively using plagiarism detection tools should be embedded within the learning experience. Engaging students in research activities that involve locating, evaluating, and synthesising digital sources fosters critical thinking and a responsible approach to information use. We argue that information literacy is a foundational competency, essential for effective functioning in both academic and professional contexts.

When designing online courses, it is essential to consider the psychological and pedagogical aspects related to how learners perceive information in digital formats. Overreliance on text-based materials without adequate visual support may diminish students' attention and motivation, whereas the thoughtful use of multimedia elements, such as infographics, videos, and interactive diagrams, can significantly enhance the effectiveness of knowledge acquisition. At the same time, the combination of textual and visual content must be well balanced to prevent cognitive overload. Equally important is offering learners the ability to customise the interface (e.g., adjusting font, colour, and element size), which improves accessibility for users with diverse needs.

One promising direction for further development is the integration of augmented and virtual reality (AR/VR) technologies into Ukrainian language instruction. These tools enable the simulation of realistic communication scenarios and foster the development of interaction skills in authentic language environments. Research by Chien et al. [3] demonstrates that the application of VR technologies enhances student engagement and supports the development of speaking and listening skills. Incorporating such innovations into the structure of online Ukrainian language courses opens new pathways for language acquisition, particularly for students engaged in remote learning.

To further enhance learning effectiveness, it is advisable to complement online courses with other digital tools, including mobile applications for spelling and grammar practice, speech recognition services, and collaborative text editing platforms. This approach supports the creation of a holistic educational ecosystem in which learning extends beyond a single course and becomes integrated into students' everyday digital routines. As M. Shlenova [15; 16] observes, the development of sustained learning motivation is only possible when educational practices are embedded within the familiar informational environments of young people.

A crucial aspect of implementing online Ukrainian language and digital literacy courses is establishing robust mechanisms for monitoring and evaluating their effectiveness. Evaluation should be based on multiple criteria, including improvements in language competence, development of digital skills, learner satisfaction with content quality, levels of engagement, and overall course completion rates. One of the key indicators of success in distance education is the course completion rate, which is closely tied to the level of instructor support and the quality of communication. Therefore, even in fully online formats, it is vital to facilitate opportunities for interactive communication

through video conferencing, discussion forums, chat tools, and other platforms that help cultivate a sense of learning community.

The issue of inclusivity in online courses also deserves focused attention. Ensuring equal access to educational resources for learners with varying needs is a fundamental priority of contemporary educational policy. In this regard, it is important to implement technologies that enhance content accessibility, such as the inclusion of subtitles in video materials, adaptation of tasks for students with visual or hearing impairments, and compatibility with assistive technologies. The principles of Universal Design for Learning should underpin the development of all digital educational products, ensuring equitable learning opportunities for every participant in the educational process.

Another promising direction in the development of online education is the integration of artificial intelligence (AI) technologies into course design and delivery. The implementation of AI-driven tools, such as chatbots for real-time assistance, adaptive learning systems that personalise content based on individual learner needs, and learning analytics that predict student outcomes and flag risks of academic underperformance, opens up new opportunities for customisation and improved learning outcomes. As shown in the research by I. Viznyuk et al. [22], the use of AI in education not only automates routine processes but also creates the conditions for a more flexible, responsive, and learner-centred educational experience.

The successful implementation of Ukrainian language and digital literacy online courses also depends significantly on institutional support. In this context, the experience of the National Aerospace University "Kharkiv Aviation Institute" (KhAI) serves as a compelling example of how online courses can be effectively integrated into bachelor's and master's degree programmes. Given the university's technical profile, particular emphasis is placed on developing students' communication skills in tandem with digital competencies, an approach that aligns with the broader vision of preparing a new generation of highly skilled, digitally fluent professionals.

The issue of strengthening Ukrainian language proficiency in technical universities is especially relevant in light of the growing trend towards the anglicisation of technical disciplines and the increasing number of international students. These dynamics require a careful balance between fostering multilingualism in the academic environment and reinforcing the status of Ukrainian as the state language. KhAI addresses this challenge by implementing online courses that combine linguistic and digital components, aimed at developing both professional communication skills in Ukrainian and the ability to navigate information resources effectively.

At the bachelor's level, the primary focus is on building foundational language and digital literacy skills that support future academic and professional success. The Department of Ukrainian Language and Language Communication, in collaboration with the university's IT department, has developed a suite of online courses covering topics such as Ukrainian speech culture, academic writing, orthography, and punctuation, as well as modules on digital educational platforms, electronic database research, and multimedia content creation. These courses are designed around the principles of interactivity and include the use of the Mentor system, cloud-based collaboration tools, and video conferencing platforms to facilitate communication and peer learning.

Experience suggests that the most effective assignments for undergraduate students are those that integrate both linguistic and technological skills. Examples include writing annotations in Ukrainian using collaborative editing tools, creating presentations that adhere to academic style conventions, and completing assessments via online testing platforms. According to internal monitoring data from the 2025-2026 academic year, approximately 78% of undergraduate students reported that the use of digital resources increased their motivation to learn Ukrainian, while 64% indicated noticeable improvements in their ability to work with digital materials.

Master's programmes at KhAI offer an in-depth study of the Ukrainian language, with a particular emphasis on scientific style and professional communication. Online courses at this level are designed with a more advanced focus, centring on the development of academic writing skills, preparation of scientific texts, formatting publications according to international standards, and conducting professional correspondence in Ukrainian. Special attention is given to the digital dimension of scholarly communication, including the use of bibliographic managers (e.g., Zotero, Mendeley), anti-plagiarism systems, and data visualisation tools.

Master's students typically demonstrate a higher level of readiness for autonomous learning, which makes it possible to integrate elements of self-directed study, such as completing research tasks using open educational resources or designing mini-courses to present the outcomes of their academic work. However, ongoing monitoring has revealed that even at this level, issues remain concerning academic integrity and proper source citation. This highlights the continued need for targeted instruction and consultation within the course framework.

A distinctive feature of KhAI's approach to online course implementation is the differentiation of content according to the level of the educational programme. Bachelors-level courses are primarily propaedeutic, aimed at building foundational language competencies and basic digital skills. In contrast, masters-level courses focus on professional and academic communication, the use of specialised software for research, and the effective presentation of scientific findings.

A comparison of the pedagogical focus at the bachelor's and master's levels reveals significant differences in both priorities and content. Bachelor's programmes emphasise mastering the rules of orthography and punctuation, developing written and oral academic communication, and cultivating basic digital literacy. This includes working with educational platforms, email communication, text editing software, and basic visualisation tools. At the master's level, the emphasis shifts toward in-depth training in academic writing. Students are expected to understand the structure of scientific articles, prepare conference abstracts, and write dissertation texts. Adherence to international citation standards, such as APA, MLA, as well as national standards (e.g., DSTU 8302:2015) is essential. Additionally, master's students are

required to use bibliographic management tools, apply academic integrity verification systems, and demonstrate advanced skills in working with digital academic databases, particularly the analytical tools available in Scopus and Web of Science.

Methodological approaches also differ depending on the level of study. For bachelor's students, interactive exercises, quizzes, gamified learning, and group activities that simulate real-life communication scenarios are especially effective. The Mentor platform is actively used, along with tools such as Canva, Google Docs, and Gamma for creating multimedia presentations and collaborative projects. Master's programmes, on the other hand, prioritise analytical tasks, case-based learning, and project work that engages students with digital libraries, data visualisation tools (e.g., Power BI, Tableau), and platforms for scientific analytics.

The practical implementation of this model at the KhAI is reflected in the development of several online courses that serve as foundational tools for enhancing students' language and digital literacy. Notable among these is *Ukrainian Language for Professional Purposes*, designed for bachelor's degree students. This course focuses on developing writing culture, mastering terminological vocabulary, and practising text editing skills. For master's degree students, two specialised elective courses have been introduced: *Academic Writing and Scientific Communication in Ukrainian* and *Ukrainian Language in Public Administration: Exam Preparation*. These courses incorporate analytical assignments such as working with scientific texts, preparing annotations for Ukrainian- and English-language sources, and using anti-plagiarism systems. Particularly noteworthy is the elective course *Digital Literacy for Education and Science*, which is open to students of both educational levels. It addresses the use of cloud services, bibliographic management tools, and issues related to secure communication in digital environments.

The organisational and technological aspects of implementation also vary across educational levels. Both bachelor's and master's programmes utilise the LMS Mentor system, which is integrated into KhAI's broader educational ecosystem. This platform supports the structuring of course content and monitoring of student progress. However, master's programmes include enhanced features such as advanced analytics modules and interactive forums for scholarly discussion, whereas bachelor's programmes are primarily limited to basic interaction tools. This distinction reflects a conceptual differentiation in educational design, aimed at gradually increasing content complexity and cultivating the competencies necessary for academic or professional advancement.

The experience of KhAI illustrates that the systematic integration of online courses into the curriculum is an effective means of advancing students' proficiency in both the Ukrainian language and digital literacy. An analysis of course implementation outcomes at the bachelor's and master's levels allows us to draw several key conclusions and identify directions for further development.

The introduction of online courses at the bachelor's level lays the groundwork for essential language and digital competencies required for successful participation in higher education.

The focus is placed on mastering the norms of contemporary Ukrainian literary language, developing oral and written communication skills, and acquiring basic proficiency in using digital educational platforms and electronic resources. At this stage, students often require increased pedagogical support, along with the application of gamification and other interactive strategies to boost motivation and engagement.

Master's programmes have a distinct conceptual orientation: they are designed to foster scientific communication in Ukrainian, academic writing proficiency, and the effective use of modern digital tools for research. At this level, online courses incorporate more advanced tasks, such as analysing scientific articles, preparing abstracts and publications, and formatting references according to international citation standards. Additionally, considerable emphasis is placed on cultivating academic integrity and competence in using anti-plagiarism tools, skills that are essential for defending master's theses and preparing for a research career.

A critical factor influencing the effectiveness of online courses is the digital competence of instructors. Despite the high level of technical infrastructure available at KhAI, internal monitoring results indicate that approximately 27% of teaching staff require further training in the use of the Mentor LMS, data analytics services, and interactive educational platforms. This finding underscores the need for systematic professional development in the field of digital pedagogy.

One of the persistent challenges across both educational levels is the insufficient level of student self-regulation in the context of distance learning. To address this, KhAI has introduced various support mechanisms, such as task calendars, automated reminders, and progress-tracking dashboards. However, these measures alone are not sufficient. There is a clear need to develop dedicated course modules focused on time management and self-directed learning skills within Ukrainian language and digital literacy programmes.

Conclusions. The experience of KhAI serves as a valuable model for the integration of language and digital competence development within technical education institutions. It demonstrates that the effective combination of online courses with traditional instruction, supported by interactive methods and modern digital technologies, creates a fertile environment for cultivating the multifaceted competencies required for the successful professional engagement of graduates.

Enhancing students' Ukrainian language proficiency and digital literacy through online courses is not merely a timely educational objective; it is a strategic necessity in the broader context of higher education reform in Ukraine. Online learning formats ensure accessibility and flexibility, facilitate individualised instruction, and promote critical skills such as independent learning, analytical thinking, and information literacy. However, the success of such initiatives is contingent upon several factors, including the quality of instructional content, the digital competence of educators, the robustness of technological infrastructure, and students' readiness for autonomous learning.

At the same time, several challenges must be addressed to ensure the full integration of online courses into Ukrainian

language instruction. These include ensuring equitable access to digital technologies for all students, strengthening the digital skills of educators, enhancing feedback and support mechanisms, and adapting assessment strategies to the online context. These issues call for a comprehensive approach involving coordinated efforts among higher education institutions, digital content developers, educational researchers, and the student community.

Thus, the development of a coherent strategy for advancing students' Ukrainian language and digital literacy through online courses should be grounded in the principles of interactivity, inclusivity, adaptability, and academic integrity. The integration of innovative pedagogical technologies with flexible learning models will not only improve the quality of language education but will also equip students with the key competencies necessary for meaningful participation in today's information-driven society.

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