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MARYNA SHLENOVA,

PhD in Philology, Associate Professor, Acting Head of the Department of Ukrainian Language and Language Communication, National Aerospace University "Kharkiv Aviation Institute", Kharkiv, Ukraine

Шленьова Марина Геннадіївна,

кандидатка філологічних наук, доцентка, в. о. завідувача кафедри української мови та мовної комунікації, Національний аерокосмічний університет «Харківський авіаційний інститут», м. Харків, Україна

E-mail: m.shlenova@khai.edu

ORCID iD: <https://orcid.org/0000-0003-4297-6872>



DANA TURCHANINOVA,

Senior Lecturer at the Department of Ukrainian Language and Language Communication, National Aerospace University "Kharkiv Aviation Institute", Kharkiv, Ukraine

Турчанінова Дана Павлівна,

старша викладачка кафедри української мови та мовної комунікації, Національний аерокосмічний університет «Харківський авіаційний інститут», м. Харків, Україна

E-mail: d.turchaninova@khai.edu

ORCID iD: <https://orcid.org/0000-0002-0201-7688>

INNOVATIVE APPROACHES TO TEACHING UKRAINIAN AS A FOREIGN LANGUAGE IN TECHNICAL HIGHER EDUCATION INSTITUTIONS: THE EXPERIENCE OF USING DIALOGIC-INTERACTIVE MEDIA

A The article addresses the issue of developing communicative competence among international students of technical universities in the context of digitalization. It emphasizes that traditional methods of teaching Ukrainian as a foreign language do not provide sufficient interactivity and student engagement. At the same time, the modern labor market requires future specialists to possess not only professional knowledge but also the ability to engage in effective intercultural communication in Ukrainian. The study substantiates the relevance of dialogic-interactive media as an innovative tool for enhancing language skills, critical thinking, and teamwork. The pedagogical potential of digital platforms such as Padlet, Mentimeter, Quizizz, and Jamboard is analyzed, as they allow the modeling of professional and sociocultural situations, stimulate dialogic speech, and increase students' motivation to learn Ukrainian. The article presents the results of an experiment involving international students of technical specialties. In the group where interactive platforms were applied, the level of communicative competence increased significantly compared to the control group, which studied traditionally. This confirms the effectiveness of the interactive approach, which contributes to vocabulary enrichment, the development of speech activity, and professional self-expression. It is concluded that dialogic-interactive media represent an important factor in modernizing language training for international students of technical universities, as they integrate linguistic and interdisciplinary competences necessary for successful academic and professional integration. A promising direction is the creation of adaptive online courses and the implementation of augmented and virtual reality elements, which will bring the process of learning Ukrainian as a foreign language closer to real-life professional communication.

Keywords: dialogic-interactive media; Ukrainian as a foreign language; communicative competence; international students; technical universities; online learning; digital platforms; professional communication

ІННОВАЦІЙНІ ПІДХОДИ ДО НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ У ТЕХНІЧНИХ ЗВО: ДОСВІД ВИКОРИСТАННЯ ДІАЛОГІЧНО-ІНТЕРАКТИВНИХ МЕДІА

S Розглядається проблема формування комунікативної компетентності іноземних студентів технічних закладів вищої освіти в умовах цифровізації. Підкреслено, що традиційні методи викладання української мови як іноземної не забезпечують достатньої інтерактивності та залучення студентів. Водночас сучасний ринок праці вимагає від майбутніх фахівців не лише професійних знань, а й здатності до ефективної міжкультурної комунікації українською мовою.

Обґрунтовано доцільність використання діалогічно-інтерактивних медіа як інноваційного засобу розвитку мовленнєвих навичок, критичного мислення та командної взаємодії. Проаналізовано можливості цифрових платформ Padlet, Mentimeter, Quizizz, Jamboard, які дозволяють моделювати професійні й соціокультурні ситуації, стимулювати діалогічне мовлення та формувати мотивацію до вивчення української мови.

Подано результати експерименту за участі іноземних студентів технічних спеціальностей. У групі, де застосовували інтерактивні платформи, рівень комунікативної компетентності зріс істотно вище, ніж у контрольній групі, яка навчалася традиційно. Це підтвердило ефективність інтерактивного підходу, що сприяло збагаченню словникового запасу, розвитку мовленнєвої активності та професійного самовираження.

Зроблено висновок, що діалогічно-інтерактивні медіа є важливим чинником модернізації мовної підготовки іноземних студентів технічних ЗВО, оскільки поєднують мовні та міждисциплінарні компетентності, необхідні для успішної інтеграції в академічне й професійне середовище. Перспективним напрямом є створення адаптивних онлайн-курсів і впровадження елементів доповненої й віртуальної реальності, що дозволить наблизити навчання української мови до умов реальної професійної комунікації.

Ключові слова: діалогічно-інтерактивні медіа; українська мова як іноземна; комунікативна компетентність; іноземні студенти; технічні заклади вищої освіти; онлайн-навчання; цифрові платформи; професійна комунікація

Statement of the problem. The current stage of educational development is marked by rapid digitalization, which is fundamentally transforming the ways in which the learning process is organized. For international students at technical universities, the development of communicative competence in Ukrainian acquires particular significance, as the language serves not only as a tool of academic interaction but also as a key factor in professional and sociocultural integration. At the same time, traditional teaching methods prove to be insufficiently effective in the context of online education: they fail to provide the necessary level of interactivity, dialogicity, and student engagement in active language practice. This creates a tension between the need to prepare competitive specialists with a high level of communicative competence and the limited possibilities of conventional instructional approaches. Consequently, a pressing scholarly and practical challenge lies in identifying and implementing innovative didactic tools, specifically, dialogic-interactive media, that can enhance the effectiveness of teaching Ukrainian as a foreign language in technical institutions of higher education.

Analysis of previous studies and publications. Dialogic-interactive media in online instruction of Ukrainian as a foreign language for students of technical universities represent an innovative pedagogical tool grounded in the integration of a dialogic approach to organizing the learning process with the use of modern interactive technologies. The conceptual foundations of the dialogic approach are linked to recognizing the central role of learner interaction, fostering mutual understanding, and enabling the collective construction of knowledge within educational communication. Dialogic teaching entails the active involvement of participants in the joint analysis, interpretation, and discussion of learning materials, which stimulates cognitive engagement, develops critical thinking, and cultivates skills in reasoned expression. In the context of distance education, this approach becomes particularly significant, as it helps to partially offset the limitations associated with the absence of direct personal interaction between teachers and students, thereby creating the conditions for a productive communicative environment.

In the works of S. Yu. Nikolaieva [6], it is emphasized that dialogic learning serves as a means to overcome the monologic nature of traditional education, which persists even in digital

environments. The use of dialogic-interactive media facilitates student engagement in the learning process, the development of critical thinking, oral communication skills, and intercultural competence. These aspects are particularly relevant for international students in technical higher education institutions who study Ukrainian as a foreign language not only for academic purposes but also for socio-cultural needs.

As noted by Means & Neisler [5], online education during the COVID-19 pandemic transformed distance learning into the dominant form of educational delivery, requiring instructors to explore new approaches to organizing instruction. In this context, digital platforms and services that enable interactive engagement, such as Zoom, Microsoft Teams, Google Meet, Moodle, Classtime, Padlet, Mentimeter, and others, have become especially significant. However, as Sun & Chen [9] emphasize, the key factor in the effectiveness of online learning is not so much the technology itself as the quality of pedagogical interaction, which is grounded in dialogue.

International students in technical higher education institutions have specific needs in learning Ukrainian, related to the necessity of mastering the language for communication in academic settings, everyday situations, and intercultural interactions. According to Ye. Zozulia et al. [11], speaking is one of the most challenging language skills, as it requires the simultaneous engagement of lexical-grammatical knowledge, phonetic abilities, and communicative strategies. Dialogic-interactive media make it possible to create conditions for the active use of Ukrainian in a safe online environment, where students can practice speaking through role-plays, debates, discussions, and collaborative projects.

The experience of implementing dialogic-interactive media in instruction demonstrates their effectiveness in developing speaking skills. In particular, research by O. Kozachenko [4] shows an increase in students' motivation, their engagement in the learning process, and the formation of sustainable skills in both independent and group speech production. In technical higher education institutions, where a significant portion of disciplines is professionally oriented, it is important to integrate language practice into the context of professional communication: project defense, technical presentations, business correspondence, and so on.

Considering the above, the development of dialogic-interactive online courses in Ukrainian as a foreign language

involves designing learning situations that simulate real communicative contexts characteristic of the academic and professional activities of future engineers, IT specialists, and similar professionals. As F. Batsevyh [2] emphasizes, an effective dialogic environment requires the equality of communication participants and their openness to the joint search for meanings and interpretations.

It should be noted that dialogic-interactive media have become the foundation of modern online courses in Ukrainian as a foreign language, tailored to the needs of technical specialties. Their use allows the learning process to become more dynamic, meaningful, and engaging, fostering not only students' linguistic competencies but also interpersonal skills necessary for their future professional activities in a globalized world.

The development of dialogic-interactive media in teaching Ukrainian as a foreign language requires a deeper elaboration of methodological approaches to organizing dialogue in digital environments. Worku & Alemu [10] highlight the importance of creating a dialogic space based on mutual trust, equality among participants, and the collaborative construction of knowledge.

In this context, particular attention should be given to the adaptation of methods such as situational dialogue, collaborative learning, debates, case study analysis, and joint problem-solving of communicative tasks that simulate real-life professional and social situations.

The aim of this article is the theoretical substantiation and experimental verification of the effectiveness of using dialogic-interactive media in the online teaching of Ukrainian as a foreign language for students in technical universities. The focus is on developing their communicative competence, fostering professionally oriented language skills, and facilitating integration into academic and multicultural environments.

Presentation of the main material. An important aspect of developing speaking skills is the use of multimedia resources, interactive exercises, virtual whiteboards, quests, and simulation games that stimulate student language activity. For example, Padlet can be used to create collaborative thematic boards, Mentimeter for interactive polls, Quizlet for vocabulary training, Google Docs for joint work on texts, and Edpuzzle for commenting on video materials in Ukrainian. These tools help develop not only language skills but also information literacy, teamwork, and critical thinking.

The practical implementation of online Ukrainian language instruction should be carried out through specially designed learning modules that include interactive tasks, chat discussions, video conferences with role-plays, virtual tours, as well as blogs and forums for discussing cultural aspects of Ukraine. For instance, the use of an interactive case study such as "Job Interview at a Ukrainian IT Company" allows students to simulate dialogic situations characteristic of their future profession.

At the same time, despite the considerable potential of dialogic-interactive media, there are certain challenges to their effective implementation in technical higher education institutions. Among the main issues during the period of full-scale invasion are technical difficulties (unstable internet connections, lack of access to quality equipment), psychological barriers (fear of public speaking, low self-confidence), linguistic challenges (limited vocabulary, complex Ukrainian grammar), and cultural

differences (lack of knowledge of Ukraine's socio-cultural context).

To overcome these challenges, it is necessary to provide systematic methodological training for instructors, which should include not only mastery of digital tools but also the development of a dialogic culture in pedagogical interaction. As Alexander [1] notes, a dialogic approach requires instructors to be able to pose open-ended questions, support student initiative, and create an atmosphere of trust and equitable discussion.

Based on the experience of technical higher education institutions in Ukraine, particularly the National Aerospace University "Kharkiv Aviation Institute", the implementation of dialogic-interactive online language courses not only enhances students' language competence but also develops their interdisciplinary skills: the ability to present technical information, justify their own positions, and engage in reasoned discussions with specialists from other fields.

Moreover, integrating dialogic-interactive approaches into the teaching of Ukrainian as a foreign language for technical disciplines contributes to the development of students' academic mobility and prepares them to participate in international educational projects, where skills in intercultural communication, collaborative problem-solving in multilingual environments, and presenting results to international partners in Ukrainian are essential.

Given current trends in digital education and the globalization of the educational space, dialogic-interactive media should become a key component of online courses in Ukrainian as a foreign language in technical higher education institutions. Their use ensures the integration of students' language training into the context of professional activity and fosters 21st-century skills (soft skills), including critical thinking, communicative competence, teamwork, creativity, and digital literacy.

Further research in this area requires a thorough elaboration of practical aspects of integrating dialogic-interactive technologies into the teaching of Ukrainian as a foreign language in technical higher education institutions. At the National Aerospace University "Kharkiv Aviation Institute", the implementation of such approaches takes place within the course "Professional Ukrainian Language" using a suite of digital educational resources [7; 8]. The primary platform is Mentor, which provides organization of learning content and communication opportunities for discussing terminological aspects of aviation and technical vocabulary in forums, as well as conducting interactive tests to assess mastery of specialized terminology.

This is complemented by the use of Zoom to conduct role-plays and simulate professional communicative situations in a synchronous format. In addition, interactive platforms such as Padlet (creating collaborative virtual boards for exchanging ideas and terminology), Quizlet (terminology training through flashcards and quizzes), Mentimeter (organizing polls and interactive discussions in real time), and Kahoot! (gamified quizzes to reinforce lexical and grammatical skills) are actively employed. The use of this set of tools contributes to fostering sustained motivation for learning, developing foreign students' language competence, improving professional discourse, and enhancing the effectiveness of communicative interaction within a technical educational environment.

The university's experience demonstrates the effectiveness of game-based technologies in stimulating language activity: for example, interactive Ukrainian-language quests, in which students search for "virtual parts" of an imaginary technical device, promote not only lexical activation but also the development of logical teamwork interaction.

For instructors, it is important to focus on adaptive course design, which involves the gradual complication of communicative tasks, the use of various interaction formats (pairs, small groups, large discussions), and alternating between synchronous and asynchronous learning. According to Gander & Wintle [3], it is essential to take into account students' cultural characteristics and create an inclusive environment that supports every learner.

In summary, it can be stated that dialogic-interactive media not only enhance the effectiveness of teaching Ukrainian as a foreign language but also develop competencies in students that are essential for their professional and social integration into the multicultural environment of technical higher education institutions. A promising direction for further research is the development of integrated interdisciplinary courses, where Ukrainian as a foreign language becomes part of learning projects in technical disciplines, allowing students to apply language skills in real professional contexts.

Practical experience in implementing interactive services in the learning process shows that each platform has its own features and methodological possibilities. For example, Padlet functions as a digital board where students can post texts, images, and videos, creating collective content. In the first-year course "Ukrainian as a Foreign Language" for full-time students, Padlet was used for the task "My Specialty in Ukrainian", where each student created a post with a brief description of their future professional activity using technical terminology. This type of work not only expanded vocabulary but also developed skills in structured presentation of material in a visual-communicative format.

Another example is the use of Mentimeter, which allows rapid collection of responses in real time and enables the creation of word clouds, charts, or rankings. During a lesson on "Technical Processes", students were asked to record associations with the word "innovation". The results were displayed as an interactive cloud, which was then discussed by the entire group. This task not only developed active vocabulary but also stimulated collective discussion and the ability to formulate individual judgments.

Quizizz serves as a vivid example of gamification in the educational process. Interactive tests, designed based on game principles, allow for the assessment of vocabulary knowledge in an engaging and non-intrusive format. Students competed in real time, completing tasks that involved translating and explaining technical terms in Ukrainian. The element of competition created additional motivation for active learning and material retention.

For the development of concept visualization skills, Google Jamboard was integrated. This tool enables the creation of collaborative interactive diagrams, which is particularly relevant for future engineers. For example, during a discussion on "Energy Systems," students worked in groups to model the process of electricity production, adding elements to the diagram and labeling them in Ukrainian. This activity combined both communicative and professional components, simultaneously

stimulating linguistic and professional development.

In our view, the integration of platforms such as Padlet, Mentimeter, Quizizz, and Google Jamboard into the teaching of Ukrainian as a foreign language creates a new educational space characterized by interactivity, collaboration, and personalization. Practical experience shows that combining these platforms with traditional teaching methods significantly enhances the effectiveness of language training for international students in technical disciplines. This approach not only expands communicative capabilities but also promotes the development of interdisciplinary competencies that meet the requirements of modern engineering education.

The experience of instructors at the National Aerospace University demonstrates the positive impact of interactive tools on students' motivation and cognitive activity; however, their effect on the quality of language training remains insufficiently studied. In this regard, we conducted an experimental study aimed at identifying the relationship between the use of digital services (Padlet, Mentimeter, Quizizz, Google Jamboard) and the level of communicative competence of international students.

Objective of the experiment: To investigate the impact of using interactive platforms (Padlet, Mentimeter, Quizizz, Jamboard) on the development of communicative competence in international students of technical specialties while learning Ukrainian.

Research hypothesis: The use of interactive platforms in the learning process contributes to a significant increase in the level of communicative skills compared to traditional teaching methods.

Participants: 60 first-year international students in technical specialties (academic year 2024–2025).

Distribution:

- Control group (30 students) – traditional teaching methods.
- Experimental group (30 students) – use of interactive platforms.

Duration of the experiment: One autumn semester (4 months).

Stages of the experiment:

- *Initial stage* – baseline testing of communicative competence.
- *Formative stage* – implementation of interactive platforms in the instruction of the experimental group.
- *Control and final stage* – summative testing and student surveys.

Design of the experiment:

1. Initial Stage (Baseline Testing)

Objective: To determine the initial level of communicative competence of international students.

Methodology: Completion of tasks assessing understanding of professional vocabulary, construction of simple dialogues, and written responses to questions on the topic "My Specialty."

Assessment: Based on four criteria – phonetic accuracy, lexical precision, grammatical correctness, and pragmatic appropriateness to the situation.

Results: The majority of students in both groups were at levels A1–A2, with a limited vocabulary and difficulties in constructing dialogic speech.

2. Formative Stage (Implementation of Interactive Platforms)

Duration: One semester.

The control group followed traditional methods: textbooks, classroom exercises, role-plays without digital technologies.

The experimental group integrated Padlet, Mentimeter, Quizizz, and Jamboard.

– *Padlet*: Creation of virtual boards with technical vocabulary, project discussions.

– *Mentimeter*: Instant polls during lectures, brainstorming sessions.

– *Quizizz*: Vocabulary assessment in a gamified format.

– *Jamboard*: Collaborative diagrams and schematics.

Tasks were aimed at developing dialogic speech and professional communication in Ukrainian.

3. Control and Final Stage (Summative Testing and Survey)

Methodology: Repetition of similar tasks, analysis of student activity on the platforms, and surveys regarding the convenience and effectiveness of the teaching methods.

4. *Results* are presented in table 1:

Table 1

Level of students' communicative competence (in percentage)

Group	Before the experiment (A1-A2)	After the experiment (B1 and above)
Control group (30 students)	83%	27%
Experimental group (30 students)	80%	63%

At the final stage, a control test was conducted, which revealed significant differences in the results between the two groups. Only 27% of students in the control group were able to reach level B1 or higher, indicating moderate improvement resulting from traditional teaching methods. In contrast, 63% of students in the experimental group achieved this level, a substantially higher indicator that confirms the effectiveness of the interactive approach.

The positive progress in the experimental group is associated with several factors, including increased motivation from the gamified elements of Quizizz and the competitive aspects of the tasks, the development of dialogic speech skills through interactive discussions in Padlet and Jamboard, the stimulation

of cognitive processes during Mentimeter polls which facilitated better consolidation of lexical and grammatical material, and enhanced student autonomy due to the ability to access learning materials at any time.

It should be noted that the implementation of innovative platforms and the carefully designed tasks enable effective development of communicative skills in international students, fostering their ability to engage in professional communication in Ukrainian within real technical contexts.

Conclusions. Dialogic-interactive media have proven to be an effective tool for developing the communicative competence of international students in technical higher education institutions. Their use not only facilitates the acquisition of the Ukrainian language but also creates conditions for active intercultural interaction, professional self-expression, and successful integration of students into academic and professional environments.

The combination of such media with modern pedagogical technologies, along with a focus on the specific needs of technical disciplines, opens opportunities for modernizing the educational process, making it more dynamic, practice-oriented, and interdisciplinary. This approach prepares students for the challenges of the contemporary professional world, where not only language skills but also cognitive, social, and cultural competencies are essential.

At the same time, the issue requires further research. It is necessary to conduct a deeper analysis of the impact of specific types of dialogic-interactive media on different components of communicative competence, including phonetic, lexical, grammatical, and pragmatic aspects. Psychological and cultural factors influencing the effectiveness of learning in virtual environments should also be considered.

A promising direction for development is the creation of adaptive online courses with personalized learning processes and the integration of augmented and virtual reality technologies. Such innovations will bring the teaching of Ukrainian as a foreign language closer to real professional communication conditions, ensuring the practical orientation of students' language training.

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