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DIALOGICAL INTERACTIVE MEDIA IN ONLINE UKRAINIAN LANGUAGE TEACHING: STRATEGIES FOR DEVELOPING SKILLS AND OVERCOMING COMMUNICATION BARRIERS

A The article highlights the pressing issue of developing language skills among students in the context of the rapid digitalization of the educational process. The authors emphasize that despite technological saturation, online learning often reproduces monological models of pedagogical interaction, where students remain passive consumers of information. This leads to a reduction in speech practice and a decline in the quality of communication, which is critical for learning the Ukrainian language. The study aims to theoretically substantiate the effectiveness of using dialogical interactive media as a strategic tool for overcoming communication barriers and activating oral speech in a digital environment.

The work analyzes the difference between technical interactivity and pedagogical dialogue. It is proven that dialogical interactive media are not only a means of transmitting information, but also a specific "provoker of speech" that initiates meaning-making activity. Particular attention is paid to the psychological aspects of learning: it is argued that such media contribute to the creation of a safe psychological space, reduce the level of speech anxiety and fear of making mistakes, which often block speaking in an online format. The role of the teacher is considered, whose function is transformed from a transmitter of knowledge to a facilitator who designs problematic communicative situations and provides meaningful feedback.

It is concluded that the integration of dialogical interactive media into online learning is a key factor in the modernization of language education, allowing for the restoration of the communicative integrity of the educational process and overcoming the fragmentation of digital interaction. This ensures the transformation of Ukrainian language learning from mechanical reproduction of models to a lively, socially rooted process of joint knowledge construction, where speech becomes an instrument of thinking, reflection, and professional self-identification.

Keywords: dialogic interactive media; online learning; Ukrainian language; language skills; communication barriers; speech competence; pedagogical interaction; dialogic learning

ДІАЛОГІЧНІ ІНТЕРАКТИВНІ МЕДІА В ОНЛАЙН-НАВЧАННІ УКРАЇНСЬКОЇ МОВИ: СТРАТЕГІЇ РОЗВИТКУ НАВИЧОК І ПОДОЛАННЯ КОМУНІКАТИВНИХ БАР'ЄРІВ

S Висвітлено актуальну проблему розвитку мовних навичок здобувачів освіти в умовах стрімкої цифровізації освітнього процесу. Автори наголошують, що попри технологічну насиченість, онлайн-навчання часто репродукує монологічні моделі

педагогічної взаємодії, де здобувач освіти залишається пасивним споживачем інформації. Це призводить до редукації мовленнєвої практики та зниження якості комунікації, що є критичним для вивчення української мови.

Метою дослідження є теоретичне обґрунтування ефективності використання діалогічних інтерактивних медіа як стратегічного інструменту подолання комунікативних бар'єрів та активізації усного мовлення в цифровому середовищі.

Проаналізовано відмінність між технічною інтерактивністю та педагогічним діалогом. Доведено, що діалогічні інтерактивні медіа виступають не лише засобом передавання інформації, а й специфічним «провокатором мовлення», що ініціює смислотворчу активність. Особливу увагу приділено психологічним аспектам навчання: обґрунтовано, що такі медіа сприяють створенню безпечного психологічного простору, знижують рівень мовленнєвої тривожності та страху помилки, які часто блокують говоріння в онлайн-форматі. Розглянуто роль викладача, функція якого трансформується від транслятора знань до фасилітатора, який проєктує проблемні комунікативні ситуації та забезпечує змістовний зворотний зв'язок.

Зроблено висновок, що інтеграція діалогічних інтерактивних медіа в онлайн-навчання є ключовим чинником модернізації мовної освіти, який дозволяє відновити комунікативну цілісність освітнього процесу та подолати фрагментарність цифрової взаємодії. Це забезпечує трансформацію вивчення української мови з механічного відтворення зразків на живий, соціально вкорінений процес спільного конструювання знань, де мовлення стає інструментом мислення, рефлексії та професійної самоідентифікації.

Ключові слова: діалогічні інтерактивні медіа; онлайн-навчання; українська мова; мовні навички; комунікативні бар'єри; мовленнєва компетентність; педагогічна взаємодія; діалогічне навчання

Statement of the problem. Rapid digitalization driven by crisis-driven social changes has transformed online learning into an indispensable educational environment, exacerbating the problem of communicative deprivation. In this context, the development of spoken Ukrainian takes on strategic importance, as the academic classroom often remains the only locus of normative language practice and professional self-identification. At the same time, the modern online format tends toward reproductive models, where mere technical connectivity does not ensure comprehensive pedagogical interaction, thereby critically diminishing the quality of dialogue and professional training.

Analysis of previous studies and publications. Scientific discourse increasingly emphasizes that the key factor in the effectiveness of online learning is not the quantity or variety of the digital tools used, but rather the quality of interaction established among participants in the educational process. According to Y.-C. Kuo et al. [10], online learning efficacy is determined not by mere technological instrumentation, but by the quality of interaction within the "learner – instructor – environment" system. In this context, language skill development is inextricably linked to dialogicity, since communicative competence is formed exclusively under conditions of addressivity and feedback.

These ideas are further developed within the concept of dialogic learning presented in the works of Z. Sharipkhodzhaeva et al. [14], J. Yan & J. Jiang [17], M. P. Boyd [3], E. Ehiyazaryan-White [6].

Within online learning, dialogic interactive media compensate for the lack of physical contact by constructing a full-fledged communicative space. Their essence lies not in technical interactivity, but in their capacity to stimulate productive speech, professional discussion, and collaborative knowledge construction.

Developing speaking skills is traditionally recognized as the most challenging task in language education due to the need for the synchronous integration of multi-level linguistic resources and rapid cognitive processing. According to Baykara & Aksu [2], it is this activity that poses the greatest difficulty for learners, a challenge that becomes particularly acute amidst a deficit of authentic language practice.

Dialogic interactive media can transform online learning from a venue for information transmission into a dynamic space

for communicative practice. These tools enable the organization of educational interaction in such a way that learners not only process the material but also actively engage in its discussion, interpretation, and application. Supporting this approach, G. Bulatkina [4] emphasizes that interactive multimedia tools combining text, audio, video, and animation create conditions for multi-channel information processing and significantly enhance learner engagement. When applied specifically to teaching Ukrainian as a foreign language, the use of these information-communication technologies offers substantial methodological advantages. Specifically, the integration of dialogical interactive media increases the interactivity of learning, allows for personalized pacing, and accelerates the assimilation of vocabulary and grammatical structures [9].

The pedagogical value of dialogic media lies in shifting the focus from knowledge reproduction to the development of learner agency and argumentation skills. This facilitates the mitigation of a key problem in online learning – the deficit of spontaneous interaction and the effect of "silent presence" caused by the digital reduction of natural communicative stimuli.

In this context, dialogue ceases to be merely a methodological technique and assumes the status of an organizing principle for the online educational space. R. J. Alexander [1] emphasizes that dialogic teaching involves not just a routine exchange of questions and answers, but the purposeful creation of conditions for the development of thinking through language. We posit that this premise is particularly crucial in the digital environment, where speech becomes the primary tool of the subject's presence. If the learner fails to speak, write, or respond, they effectively vanish from the educational process, reduced to a passive observer.

Dialogic media act as "speech provocateurs", transforming verbalization into a prerequisite for educational interaction. According to Gander & Wintle [7], they ensure the transition from the transmission of knowledge to dialogic openness, which serves as the basis for the meaningful, rather than mechanical, development of communicative competence.

Teachers play a pivotal role in realizing the dialogic potential of interactive media, as their function gradually shifts from being a transmitter of knowledge to a facilitator of communicative interaction. In the digital environment, teachers are no longer

the sole locus of communication; instead, they set the tone, rhythm, and direction of the dialogue. As emphasized by Gillies [8], supporting dialogic learning requires the teacher to possess the capacity to listen, accept diverse perspectives, and create an atmosphere of psychological safety in which students are not afraid to make mistakes or express tentative thoughts. Transitioning from traditional to dialogic teaching requires a structured approach to educational change, where implementation can be categorized as additive, assimilative, or systemic based on the level of appropriation by teachers, students, and institutions [13].

Dialogic media mitigate psychological barriers to online communication, particularly the fear of making mistakes due to digital recording. Prioritizing the process over the result and offering diverse participation formats reduce anxiety levels, ensuring a psychologically comfortable transition to public professional discourse.

According to I. Ozminska [12] and E. Ozenc et al. [11], speech development correlates with psychological confidence. Interactive media facilitate this development through mechanisms of iterative practice, instant feedback, and self-reflection, transforming speech activity from a discrete act into a continuous process of competence acquisition.

According to B. Wulandari et al. [16], dialogic media facilitate the integration of speaking and listening as interdependent processes. They transform online learning into a multi-layered communicative practice in which the learner simultaneously acts as a speaker and an active recipient, thereby replicating the natural model of real interaction.

The social function of dialogic media serves to compensate for physical distance by intensifying communicative interaction. According to M. Drouin et al. [5], it is the quality of this exchange that fosters a sense of community and social presence, transforming speech into an instrument of social integration in the digital space.

M. Shlenova & D. Turchaninova [15] investigated the specificities of implementing dialogic-interactive media in technical universities. The authors experimentally demonstrated that the integration of platforms such as Padlet, Mentimeter, Quizizz, and Jamboard facilitates a significant increase in the communicative competence of international students. According to their data, 63% of students in the group where interactive tools were employed achieved a B1 level or higher, whereas under traditional instruction, this figure stood at only 27%. The researchers emphasize that such media not only improve language skills but also cultivate essential "soft skills" for future engineers, including critical thinking, creativity, and teamwork.

Analysis of scientific literature shows that the effectiveness of language skill development in online learning largely hinges on the extent to which the learning environment fosters authentic dialogue. Interactive media, grounded in the principles of dialogic pedagogy, can transform the digital format from a constraint into an asset, creating conditions for active, meaningful, and socially situated speech.

The study aims to theoretically substantiate and determine the linguodidactic potential of dialogical interactive media within the digital educational landscape as a tool for developing students' professional Ukrainian speech, specifically fostering their Ukrainian-language communicative competence, and the

ability to generate spontaneous oral discourse and engage in reasoned discussion.

Presentation of the main material. Examining the influence of dialogic interactive media on the development of language skills in online learning requires addressing the underlying mechanisms by which speech emerges as a cognitive-communicative phenomenon. Speech is not a mere reproduction of learned language units; it is the result of a complex interplay of cognition, emotions, social experience, and situational context. Consequently, any technology or medium that claims efficacy in developing language skills must operate not only at the level of form but also at the level of meaning.

One of the key factors in the effectiveness of such media is their ability to activate intrinsic motivation for speech production. Unlike extrinsically driven forms of activity associated with control or evaluation, intrinsic motivation arises when speech becomes a tool for self-expression and reflection on personal experience.

In a digital educational environment, the capacity for communicative choice becomes particularly salient. A learner who is empowered to select the form of response, the pacing, and the degree of engagement perceives greater agency over their own speech activity. This, in turn, mitigates anxiety and enhances willingness to participate in dialogue. Pedagogical practice demonstrates that interactive digital environments supporting active participation have a positive effect on communicative confidence and self-regulated learning.

The mechanism of meaning-making in dialogic media entails not the transmission of pre-packaged knowledge, but its collaborative construction through the actualization of subjective experience. This transforms speech from mechanical reproduction into a conscious communicative act anchored in the speaker's personal meanings.

Interactive media focused on dialogue facilitate the integration of authentic communicative scenarios in which the learner must not only speak but also substantiate arguments, explain, respond, and formulate questions. Such situations bridge the gap between instructional discourse and authentic communication, which is pivotal for the development of communicative competence. In this context, emphasis is placed not merely on linguistic accuracy, but also on relevance, logic, and interlocutor orientation.

Furthermore, dialogic interactive media contribute to the development of metalinguistic reflection, the capacity to monitor one's own communicative acts and analyze their effectiveness. Through the ability to replay or review their own utterances, receive feedback, and participate in collaborative discussions, learners gradually develop skills in self-correction and linguistic self-regulation. We posit that such skills constitute a vital component of communicative competence, as they facilitate the transfer of learning experiences to novel communicative situations.

Equally significant is the influence of dialogic interactive media on cognitive development. Speech and thought are inextricably linked, and the development of one reciprocally influences the other. Dialogic learning, focused on the substantiation of positions and reciprocal inquiry, stimulates analytical and critical thinking. Notably, instructional dialogue creates conditions for cognitive conflict, which serves as the driving force of cognitive

development. In language education, this implies that speech becomes an instrument of cognition rather than mere external manifestation.

The issue of limitations and challenges associated with the integration of interactive media in online learning warrants special attention. One such challenge is the disparate level of digital literacy among students and teachers, which can hinder effective communication. We posit that digital inequality manifests itself not only in access to technology but also in the ability to utilize it for educational and communicative purposes. Under such conditions, some students may avoid active participation in dialogue, preferring passive forms of learning.

Another limitation is the heightened cognitive load associated with the simultaneous processing of verbal input and navigating digital tools. For learners with lower language proficiency or insufficient experience in online communication, this can constitute an additional barrier to active speech production, suggesting that excessive complexity of the interface or tasks can adversely impact learning outcomes, including speech development.

Nonetheless, these limitations do not diminish the potential of dialogic interactive media; rather, they underscore the need for their deliberate and gradual implementation. Pedagogical experience demonstrates that incrementally increasing the level of interactivity, clearly structuring communicative tasks, and scaffolding learners in the early stages can minimize negative effects and create a favorable environment for speech development. In this context, the role of the teacher as a facilitator and mentor who helps learners adapt to the new format of interaction becomes paramount.

Comprehending the didactic conditions for the effective use of interactive dialogue media in online learning enables a shift from general theoretical principles to a more nuanced understanding of the circumstances under which these media substantively contribute to the development of language skills, rather than remaining merely a technological overlay upon traditional teaching methods. Central to this context is the recognition that speech does not emerge spontaneously, even in technologically conducive environments. It necessitates a meaningful inquiry, a communicative imperative, and a pedagogically designed situation wherein the utterance acquires significance.

One such didactic condition is the problematization of educational content. Dialogic interactive media are most effective when integrated into tasks lacking a singular solution, thereby necessitating discussion, argumentation, and the comparative analysis of divergent positions. It is precisely problem-based situations that create the preconditions for genuine dialogue, as they compel learners to transcend reproductive speech. In online learning, this can take the form of case studies, situational analyses, role-playing scenarios, or collaborative analyses of texts and video materials.

The linguistic orientation of learning tasks constitutes another important factor. Tasks deployed within the digital environment frequently prioritize knowledge assessment over language skill development. Under such circumstances, even interactive platforms fail to afford adequate speech practice. Conversely, dialogic interactive media facilitate tasks wherein speech serves as the primary means of achieving the learning objective. These may include articulating one's own position,

commenting on peer responses, posing clarifying questions, or collaboratively formulating conclusions. We posit that speech in learning should serve as a means of thinking "aloud" rather than merely documenting results.

A further crucial didactic condition is the progressive increase in the complexity of communicative tasks. In a digital environment, where learners often find themselves isolated behind a screen, overly complex or unstructured communication requirements can cause frustration and diminish motivation. Dialogic interactive media enable a gradual transition from rudimentary forms of participation to more complex ones, including extended discourse and spontaneous responses.

The quality of feedback plays a pivotal role in ensuring effectiveness. In dialogic learning, feedback is not restricted to assessing the correctness of an utterance, but extends to engaging with its content, logic, and argumentation. Interactive media that support the immediate exchange of replies, comments, and clarifications create the conditions for such meaningful feedback. Process-oriented feedback is one of the most powerful factors in educational outcomes, particularly in speech development.

Another essential condition is the cultivation of a dialogic culture within an online group. Dialogic interactive media cannot compensate for a lack of mutual respect, receptiveness, and acceptance of diverse perspectives. Therefore, the effective use of such media requires deliberate attention to the norms of communicative interaction, including the rules of turn-taking, argumentation, and constructive criticism. A culture of dialogue is formed gradually and requires sustained pedagogical support.

Within the context of online learning, the issue of the authenticity of speech situations warrants special attention. Dialogic interactive media enable the modeling of communicative contexts that approximate real-life language use. This facilitates the transfer of acquired skills beyond the learning environment, constituting a primary indicator of language education effectiveness. The authenticity of communicative tasks enhances learner motivation and fosters a deeper understanding of language structures.

Thus, the didactic conditions for the effective use of dialogic interactive media in online learning encompass not only technical aspects but also pedagogical, psychological, and social factors. It is the synergy of these factors that enables the transformation of the digital environment into a space for dynamic speech interaction, wherein the development of language skills unfolds as a natural and meaningful process.

Synthesizing the results of theoretical and empirical inquiry into the role of dialogic interactive media in online learning, it is imperative to underscore their transformative potential regarding the fundamental logic organizing the educational process. This concerns not merely the implementation of new digital tools, but rather a shift in the pedagogical paradigm, within which speech ceases to be a by-product of learning and becomes its central mechanism. It is through speech that knowledge transmission occurs, alongside the cultivation of thinking, social identity, and the professional self-awareness of learners.

Dialogic interactive media in online learning create conditions for restoring the communicative integrity of the educational process, which is often compromised within the digital environment. They enable the surmounting of

interactional fragmentation characteristic of asynchronous forms of learning and the establishment of a continuous space for the exchange of meaning. Within such a space, speech serves not only as a vehicle for demonstrating knowledge, but also as an instrument of cognition, reflection, and collaboration. This aligns with contemporary conceptualizations of education as a process of collaborative knowledge construction, in which all participants function as active agents.

The effectiveness of language skill development in this context is determined not by the quantity of speech acts, but by their quality and semantic richness. Dialogic interactive media facilitate the transition from formulaic speech to meaningful discourse, wherein students not only reproduce language patterns but also articulate their own positions, substantiate them, and adapt them to the reactions of their interlocutors. Such speech is more robust and flexible because it is grounded in comprehension rather than mechanical memorization.

It is imperative to underscore that dialogic interactive media possess significant potential for individualizing speech training within an online environment. By virtue of the diversity of interaction formats, they accommodate individual learning styles, the pace of language acquisition, and the level of students' communicative readiness. This is particularly pertinent within the context of mass online education, where traditional approaches often fail to adequately address the linguistic needs of each student.

Concurrently, the utilization of interactive media imposes new demands on teachers' professional competence. Educators must possess not only digital literacy but also the capacity to design

dialogic situations, model communicative scenarios, and sustain productive interaction within an online group. This necessitates a reconceptualization of traditional paradigms regarding the role of the teacher and underscores the importance of pedagogical reflection and continuous professional development.

From a scientific perspective, the findings derived from the analysis of dialogic interactive media delineate avenues for further research investigating the long-term impact of dialogic online learning on communicative competence, academic performance, and the professional communication of graduates. Interdisciplinary approaches integrating pedagogy, linguistics, psychology, and media studies are of paramount importance, enabling a comprehensive analysis of language development processes within the digital environment.

Conclusions. Synthesizing the research findings demonstrates that the effectiveness of developing Ukrainian language skills in online learning is contingent upon the transformation of the educational environment into a communicative-constructivist model, wherein dialogic interactive media serve as potent instruments for mitigating communicative deprivation and function as "provocateurs" of spontaneous speech. By fostering a psychologically safe space, these tools mitigate the fear of error and ensure the priority of meaning-making and argumentation over formal normative adherence. This, predicated on the reconceptualization of the instructor's role as a facilitator of dialogue, enables the restoration of the social dimension of learning and the transformation of the digital space into an environment for productive professional communication.

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