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## PEDAGOGICAL STRATEGIES FOR DEVELOPING INDEPENDENT LEARNING OF UKRAINIAN IN FOREIGN STUDENTS VIA MOOCS

**A** The article provides a theoretical analysis and presents the empirical findings of a study on distance learning of Ukrainian as a Foreign Language (UFL) in the context of global digitalization and socio-cultural challenges. The relevance of the research stems from the need to transform traditional linguodidactic models and introduce tools for linguistic autonomy and self-regulation designed for a digital generation of learners. The contemporary scholarly discourse surrounding the integration of Massive Open Online Courses (MOOCs) into higher language education is examined. The authors justify their proprietary "Adaptive Linguistic Self-Regulated Learning Strategy," implemented on the "MENTOR" distance learning platform, which integrates diagnostic-adaptive, cognitive-linguistic, metacognitive, and motivational modules. Special attention is paid to dynamic gamification mechanisms aimed at mitigating student attrition, the "Communication" framework (comprising repetition, reflection, and real-world interaction), and target socio-cultural content to ensure effective intercultural adaptation.

The empirical data of the study is derived from a pedagogical experiment conducted at the National Aerospace University "Kharkiv Aviation Institute," involving 84 engineering students from Azerbaijan and the People's Republic of China. Using a comprehensive set of diagnostic methodologies, mathematical and statistical frameworks (Student's t-test), and Pearson's correlation analysis, the high efficiency of the implemented strategy has been demonstrated.

The findings indicate that the experimental methodology facilitated a significant increase in communicative skill acquisition (up to 34.6% in the Azerbaijani group and 32.9% in the Chinese group), raised MOOC completion rates from 64% to 91%, and demonstrated a strong positive correlation between the level of self-regulation and overall language learning outcomes.

**Keywords:** Ukrainian as a foreign language; distance learning; Massive Open Online Courses (MOOCs); self-regulated learning; language autonomy; adaptive learning, gamification; intercultural adaptation; digital tools

### ПЕДАГОГІЧНІ СТРАТЕГІЇ РОЗВИТКУ САМОСТІЙНОГО НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ СТУДЕНТІВ-ІНОЗЕМЦІВ НА БАЗІ МВОК

**S** Проаналізовано сучасний науковий дискурс навколо інтеграції масових відкритих онлайн-курсів (МВОК) у простір вищої мовної освіти. Обґрунтовано авторську «Адаптивну лінгвістичну саморегульовану стратегію навчання», реалізовану на базі системи дистанційного навчання МЕНТОР, яка поєднує діагностично-адаптаційний, когнітивно-мовний, метакогнітивний і мотиваційний модулі. Особливу увагу приділено механізмам динамічної гейміфікації для подолання проблеми відсіву студентів, моделі «Комунікації» (повторення, рефлексія, реальне спілкування), а також соціокультурному контенту для забезпечення ефективної міжкультурної адаптації.

Емпіричну базу дослідження склав педагогічний експеримент, проведений у Національному аерокосмічному університеті «Харківський авіаційний інститут» за участю 84-х студентів технічних спеціальностей із Азербайджану та КНР. За допомогою комплексу діагностичних методик, математико-статистичного апарату (t-критерію Стьюдента) та кореляційного аналізу Пірсона доведено високу ефективність запровадженої стратегії. Встановлено, що експериментальна методика забезпечила

приріст показників сформованості комунікативних навичок (до 34,6% в азербайджанській і 32,9% у китайській групах), підвищила рівень завершення МВОК із 64% до 91% і продемонструвала сильний позитивний зв'язок між рівнем саморегуляції та результативністю лінгвістичної підготовки.

**Ключові слова:** українська мова як іноземна; дистанційне навчання; масові відкриті онлайн-курси (МВОК); саморегульоване навчання; мовна автономія; адаптивне навчання; гейміфікація; міжкультурна адаптація; цифрові технології

**Statement of the problem.** In recent years, distance learning for international students studying Ukrainian as a foreign language (UFL) has evolved not only into a primary mode of organizing the educational process but also into a distinct field within international language education. This issue has become particularly relevant in the context of global digitalization, increased academic mobility, forced migration processes, and the transformation of educational models under the influence of military and sociocultural challenges. At the same time, the modern UFL teaching system is increasingly focused on integrating digital platforms, massive open online courses (MOOCs), adaptive learning environments, and self-regulated learning strategies. This integration enables international learners not only to acquire language knowledge but also to develop skills in autonomous learning, intercultural communication, and digital self-organization.

MOOCs are currently regarded as among the most promising tools for democratizing language education. Their utilization in teaching Ukrainian as a foreign language provides unprecedented access to authentic materials, interactive exercises, multimedia content, and communicative practices, irrespective of the student's geographic location. This is particularly crucial for international students studying outside Ukraine or those enrolled in blended or distance-learning formats. Furthermore, MOOCs create conditions for personalized learning, allowing students to regulate their own learning pace, revisit challenging topics, work on tasks of varying complexity, and seamlessly combine formal and informal learning.

The relevance of this issue stems from the fact that traditional methodologies for teaching Ukrainian as a foreign language do not always accommodate the cognitive profiles of the digital generation of learners. This cohort is characterized by fragmented information processing (often referred to as "clip thinking"), a need for immediate feedback, a preference for visualized instructional content, and a high dependency on digital environments. Under these conditions, self-regulated learning strategies take on particular significance, as they enable learners to effectively plan their own activities, engage in self-monitoring, maintain motivation, and construct individual learning pathways. Consequently, integrating MOOCs with self-regulated learning strategies in UFL instruction is of paramount importance in both theoretical and practical dimensions.

**Analysis of previous studies and publications.** In contemporary academic discourse, the issue of distance learning for international students through MOOCs is examined through the lens of several interrelated fields: digital pedagogy, self-regulated learning, learner autonomy, online communication, and student adaptation to the virtual educational environment. At the same time, no consensus exists among scholars regarding the specific pedagogical mechanisms that ensure

the effectiveness of MOOCs in foreign language acquisition, particularly when teaching Ukrainian as a foreign language. This is precisely why the academic debate surrounding this issue remains multifaceted, with individual concepts occasionally appearing contradictory.

One of the fundamental areas of academic debate centers on the self-regulated learning paradigm. A. Bandura's social cognitive theory posits that learning results from dynamic interactions among personal, behavioral, and environmental factors. Crucially, he argued that effective learning is predicated on the development of self-efficacy, that is, the student's belief in their own capability to execute actions required to achieve specific learning outcomes. According to Bandura, the learning environment can either reinforce a student's motivation or, conversely, lead to a loss of agency over their educational activities. Consequently, the psychological mechanisms of self-observation, self-monitoring, and self-assessment play a pivotal role in this process [1].

B. Zimmerman [16] further developed these ideas by proposing a cyclical model of self-regulated learning. He argued that the self-regulatory process consists of three interrelated phases: forethought (planning), performance (execution), and self-reflection. Zimmerman paid particular attention to learners' capacity to analyze their own mistakes and adapt their learning behavior. In the context of MOOCs, this concept is fundamental, as the online modality demands a high level of learner autonomy. He emphasized that without well-developed self-regulation skills, even a high-quality digital course does not guarantee successful educational outcomes.

Adopting a similar position, P. Pintrich [10] focused on the critical role of motivation in self-regulated learning, asserting that self-regulation is impossible without intrinsic motivation and a clear awareness of educational goals. Pintrich emphasized that students must not only complete instructional tasks but also understand their practical significance. Conversely, E. Panadero [9] offered a critical perspective regarding the excessive generalization of existing SRL models. Panadero emphasized that different cultural environments shape distinct types of educational behavior; therefore, Western models of autonomous learning do not always translate effectively into intercultural educational settings. He noted that international students may perceive autonomous learning differently depending on the educational traditions of their home countries. Consequently, massive open online courses must accommodate the cultural specificities of their target audience and incorporate adaptive pedagogical support mechanisms.

A separate axis of academic discussion concerns the structural role of MOOCs in digital education. R. Kizilcec et al. [7] demonstrated that student success in MOOCs is directly contingent upon the development of planning, time

management, and goal-setting skills. The authors emphasized that students who actively deploy self-regulated learning strategies are significantly more likely to complete online courses and demonstrate higher learning outcomes. At the same time, R. Kizilcec highlighted that MOOCs exhibit inherently high dropout rates, attributing this to learners' insufficient autonomy and self-discipline.

A similar perspective is shared by A. Littlejohn et al. [8], who investigated the dynamics of professional online education. These researchers contend that massive open online courses are effective only when learners possess a well-established culture of self-regulated learning. They emphasize that digital courses should incorporate not only educational content but also metacognitive scaffolds to support self-regulation, such as interactive calendars, automated reminders, self-assessment mechanisms, and reflective components.

Concurrently, J. Broadbent & W. Poon [4] argued that the effectiveness of online education is determined not only by a learner's individual attributes but also by the quality of the course's instructional design. They emphasized that even a high level of motivation cannot compensate for a lack of interactivity, a clear structure, and frequent feedback. This study aligns with their perspective, asserting that massive open online courses must be designed according to rigorous pedagogical principles rather than merely for technological convenience.

By focusing specifically on digital language pedagogy, R. Godwin-Jones [5] demonstrated that mobile technologies and online platforms are radically transforming the ontology of language learning. In his view, the traditional model of rote grammar memorization is gradually being replaced by a model of communicative, digital interaction. Godwin-Jones emphasized that modern language learning should approximate authentic communicative environments, and that MOOCs create the necessary conditions for this by integrating forums, video assignments, interactive chats, and multimedia content.

Conversely, L. Teng [14] adopted a distinct position, focusing specifically on the internal cognitive mechanisms of language learning. The researcher posits that successful language acquisition depends on the learner's proficiency in deploying cognitive and metacognitive strategies. L. Teng particularly emphasized the importance of structured reflection, language journaling, self-monitoring, and autonomous error analysis. In her view, massive open online courses can be effective only when students actively engage in their own learning rather than passively consume instructional materials.

S. Hsu [6] plays a significant role in this academic discourse, having experimentally demonstrated the positive impact of self-regulation tools on learning outcomes in MOOCs. S. Hsu investigated the efficacy of digital interfaces designed for learning planning, goal setting, and self-monitoring. At the same time, the researcher noted that technological tools alone do not guarantee success; rather, the student's readiness for autonomous educational activity remains the pivotal factor.

Ukrainian scholars similarly contribute to this ongoing dialogue. N. Bobro [2] views digital education as a systemic transformation of the educational space, emphasizing

that distance learning is no longer a temporary alternative to traditional education but has evolved into a distinct pedagogical model. Bobro highlights the need to develop digital infrastructure, adapt educational programs, and foster digital competence among both educators and learners.

In the field of language pedagogy, the respective studies by O. Tsaryk [15] and O. Stadnichenko et al. [13] carry significant weight. These researchers emphasize that the instruction of Ukrainian as a foreign language must be communicatively oriented and culturally adapted. They contend that digital courses should not merely transmit grammar and vocabulary but must fundamentally foster students' intercultural competence.

M. Shlenova et al. [11; 12] underscores the inherently multimedia nature of modern language education, asserting that combining audiovisual content, interactive exercises, and online communication significantly enhances the effectiveness of language learning. At the same time, she cautions against the excessive technologization of education, maintaining that digital tools should not supplant live communication and pedagogical interaction.

Concurrently, V. Bobrytska [3] emphasizes the need to develop academic communication skills among international students. The scholar notes that the study of Ukrainian as a foreign language must be integrated with learners' sociocultural adaptation and professional integration into the educational environment.

Thus, the current academic discourse demonstrates that distance-learning modalities for international students via MOOCs are inherently interdisciplinary and multifaceted. While some scholars view MOOCs as a catalyst for democratizing education and fostering learner autonomy, others emphasize the risks of digital isolation, attrition of motivation, and insufficient intercultural adaptation among students. Despite these differing approaches, a consensus exists that the effectiveness of online learning remains directly contingent upon the development of self-regulated learning strategies, learners' digital competence, and the quality of instructional and pedagogical support.

**The study aims** to provide a theoretical justification, develop, and experimentally test the effectiveness of an adaptive linguistic self-regulated learning strategy designed to foster autonomy, self-organizational skills, and communicative competence among international students whilst studying Ukrainian as a foreign language via MOOCs, in the context of contemporary socio-cultural and digital challenges.

**Presentation of the main material.** Modern distance-learning modalities for Ukrainian as a foreign language feature a high degree of multimedia integration. MOOCs combine video lectures, interactive exercises, forums, online tests, automated assessment systems, and gamification elements. This structural configuration of the learning environment creates the necessary conditions for fostering learner autonomy, wherein the instructor ceases to be the sole source of information and instead acts as a facilitator, moderator, and consultant. Consequently, the international student transforms into an active participant in the educational process, capable of independently selecting learning strategies, regulating the pace of work, and assessing their own progress.

Self-regulated learning strategies play a particularly pivotal role in the UFL distance education paradigm. They encompass cognitive, metacognitive, motivational, and behavioral mechanisms of educational self-organization. Cognitive strategies include repetition, generalization, structuring information, creating associative links, and using mnemonic techniques. Metacognitive strategies pertain to planning learning activities, monitoring individual progress, and correcting errors. Motivational strategies help maintain interest in learning, foster intrinsic motivation, and overcome academic burnout. Behavioral strategies involve organizing the workspace, time management, mitigating digital distractions, and interacting with other participants in the educational process.

We contend that cultivating learner autonomy is particularly critical within the paradigm of learning Ukrainian as a foreign language. International students must develop the capacity to work independently with lexical and grammatical resources, analyze linguistic structures, utilize authentic information sources, and integrate their linguistic competence into everyday communication. MOOCs offer unique opportunities in this regard, as they provide continuous access to educational content, enable students to revisit challenging topics, and seamlessly integrate additional digital resources.

A distinctive feature of MOOCs is their multimodal structure, which combines textual, audiovisual, interactive, and communicative components. It is precisely this multimodality that enhances international students' cognitive engagement during UFL acquisition. Unlike traditional classroom instruction, where information is primarily presented linearly, MOOCs afford the creation of non-linear pedagogical scenarios. Within this framework, students can independently determine the sequence of their work with the material, review specific topics, engage with supplementary digital tools, and adapt the pace of learning to their own cognitive abilities.

It should be noted that interactive language modules, which combine video communication, simulations of authentic communication situations, and gamification elements, have proven particularly effective in Ukrainian as a foreign language (UFL) instruction. It is precisely this interactivity that helps mitigate one of the key challenges of distance learning: the learner's psychological isolation. International students, especially during the initial stages of UFL acquisition, often experience communication barriers, linguistic anxiety, and a fear of making mistakes. In a traditional classroom, the instructor can promptly respond to a student's emotional state, whereas in a digital environment, this affective monitoring becomes significantly more challenging. Consequently, massive open online courses (MOOCs) must include tools to support communicative engagement, group discussions, language forums, and mechanisms for social interaction.

For practical implementation and pedagogical evaluation, an original methodology for UFL distance education was developed using the MENTOR distance learning system, titled the "Adaptive Linguistic Self-Regulated Learning Strategy." This strategy is predicated on a combination of the principles of self-regulated learning, adaptive digital learning, intercultural communication,

and learner autonomy. The core objective of this strategy is to develop international students' ability to independently manage their own linguistic development within a digital educational environment.

The proposed strategy consists of several interrelated components. The first component is the diagnostic-adaptive phase, during which the learner's language proficiency, digital literacy, cognitive learning style, and level of self-regulated learning are assessed. At this stage, the student takes an adaptive test that evaluates not only their proficiency in Ukrainian but also their capacity for independent learning. Assessing digital literacy is of critical significance, as a substantial number of international students face technical friction when working within a virtual learning environment.

The second component of the strategy is the cognitive-linguistic module, aimed at developing linguistic competence through multimedia content. Unlike traditional pedagogical approaches, the instructional material within this strategy is structured according to communicative scenarios rather than rigid grammatical principles. Each thematic unit integrates lexical, grammatical, sociocultural, and professional components. Concurrently, the module encompasses interactive video scenarios, simulated dialogues, the analysis of speech patterns, and the resolution of communicative case studies.

The third component of the author's strategy is the metacognitive self-regulation module, which serves as a foundational pillar within the distance learning system. Students are provided with tools to plan their own activities, such as digital language journals, progress-monitoring systems, and reflection mechanisms. Given that many international students lack effective self-organization skills, they require structured pedagogical support even during independent learning. As part of the strategy, students construct a weekly individual study plan to set goals, anticipate potential cognitive challenges, and evaluate their educational outcomes.

Furthermore, the strategy emphasizes sustaining learner motivation. A review of the scientific literature indicates that a decline in intrinsic motivation is among the primary drivers of attrition in MOOCs. To address this issue, the proposed strategy utilizes dynamic gamification mechanisms. Unlike static gamification models, which offer fixed rewards for completing tasks, the proposed system adapts motivational incentives to a user's behavioral activity. In the event of decreased engagement, the system automatically deploys micro-learning interventions, such as short interactive tasks, micro-videos, or communicative challenges designed to restore cognitive engagement.

As part of the author's strategy, a "Communication" model was developed, encompassing three core components: repetition, reflection, and authentic communication. The first component involves the systematic repetition of language material at spaced digital intervals. The second component focuses on reflection and the systematic analysis of learner errors. The third component ensures the integration of linguistic knowledge into empirical communicative practice through video dialogues, forums, and intercultural interaction.

The issue of intercultural adaptation for international students carries profound pedagogical significance. In distance learning, students simultaneously adapt to a new language, a new educational model, and a new digital environment. Consequently, within the massive open online course framework, the educational process serves both linguistic and sociocultural functions. Each thematic module includes a "Cross-Cultural Communication" section that covers authentic sociocultural situations, features of Ukrainian academic culture, norms of speech behavior, and models of cross-cultural communication.

Furthermore, the optimal efficacy of distance learning depends heavily on the strategic integration of synchronous and asynchronous formats. Excessive asynchrony leads to motivational decline and psychological isolation, while excessive synchrony creates cognitive overload. To address this tension, the author proposes a "adaptive balance" model in which 70% of instructional time is allocated to asynchronous learning and 30% to synchronous interaction.

To empirically evaluate this framework within the context of distance learning for international students of Ukrainian as a foreign language via massive open online courses, a comprehensive pedagogical experiment was conducted at the National Aerospace University "Kharkiv Aviation Institute." The study cohort comprised international students from Azerbaijan and the People's Republic of China. The selection of these specific demographic groups was driven by typological differences in their native-language systems, cultural learning models, and levels of digital adaptation, thereby facilitating a comparative analysis of SRL dynamics in UFL distance education.

The total study sample comprised 84 students majoring in engineering and technical disciplines, including 42 from Azerbaijan and 42 from the People's Republic of China. The respondents' ages ranged from 18 to 21 years. All participants engaged in remote learning and concurrently utilized massive open online courses integrated into the UFL instructional framework. To ensure the internal and external validity of the experiment, the sample was split into a control and an experimental group. The control group consisted of 20 students from Azerbaijan and 20 from China who studied under the traditional distance-learning model. Conversely, the experimental group consisted of 22 Azerbaijan and 22 Chinese students whose instruction integrated the proposed author's strategy.

The study spanned two consecutive academic semesters and comprised four interrelated phases: diagnostic-assessment, formative, analytical-corrective, and summative-reflective.

During the initial stage, a baseline assessment was conducted to evaluate students' proficiency in Ukrainian, digital competence, motivational readiness for distance learning, and initial level of self-regulated learning (SRL) development. Adapted standardized questionnaires measuring learning motivation, digital autonomy, and cognitive self-regulation were deployed for this purpose. Additionally, to quantify these attributes, the integral learning autonomy coefficient was calculated using the following formula:

$$K_a = \frac{M + C + D + R}{4}$$

where:  $K_a$  – coefficient of academic autonomy;  $M$ – level of motivational stability;  $C$  – cognitive activity;  $D$  – digital competence;  $R$  – level of reflectivity.

The maximum attainable score for the coefficient was 100 points. At baseline, the average autonomy score for students from Azerbaijan was  $58.4 \pm \sigma$ , while the mean score for students from China was  $63.7 \pm \sigma$ . The significantly higher scores of the Chinese students were attributed to their greater adaptability to digital platforms and the systemic nature of their educational behavior.

The results of this baseline assessment are detailed (table 1):

Table 1  
Baseline Assessment of Student Motivation, Cognitive Activity, Digital Competence, and Reflectiveness

Group of students	Motivation (M)	Cognitive activity (C)	Digital competence (D)	Reflectiveness (R)	Reflectiveness $K_a$
Azerbaijan (CG)	61	56	59	57	58,25
Azerbaijan (EG)	62	58	60	59	59,75
China (CG)	66	64	63	61	63,50
China (EG)	67	65	64	62	64,50

During the exploratory phase, a series of semi-structured interviews was administered to complement the quantitative data. Qualitative analysis revealed that 71% of Azerbaijan students experienced substantial difficulties with time management and autonomy in the asynchronous learning environment, compared with 43% among Chinese students. Conversely, students from China more frequently reported cognitive and psychological overload, citing the rapid pace of digital interaction and an excessive volume of assignments within the massive open online course.

During the formative phase, the original pedagogical strategy was fully operationalized, integrating self-regulated learning, multimedia content, adaptive assessment, and intercultural communication. As part of this intervention, students in the experimental groups worked with bespoke language modules that incorporated interactive video lectures, communicative simulations, digital language quests, and reflective learning journals.

One of the key components of the study was the implementation of an adaptive time-management system. Students received personalized study plans that were automatically adjusted based on their level of activity in the massive open online course. We found that after eight weeks of using adaptive planning, the average completion rate for course assignments increased by 27%.

To assess the effectiveness of the strategy, we used the learning effectiveness coefficient:

$$E = \frac{P_2 - P_1}{P_1} \times 100$$

where:  $E$  – learning effectiveness;  $P_1$  – initial level of competence development;  $P_2$  – final level of competence.

The experiment revealed a statistically significant upward trend in language proficiency. Specifically, the mean score for communicative competence in the experimental group of Azerbaijani students increased from 61.2 to 82.4±σ, while the mean score for Chinese students increased from 64.8 to 86.1±σ (table 2):

Table 2

**Comparative Dynamics of Communicative Competence Growth During the Formative Phase**

Group	Initial Level	Final Level	Increase (%)
Azerbaijan (CG)	60,8	69,5	14,3%
Azerbaijan (EG)	61,2	82,4	34,6%
China (CG)	64,1	73,2	14,2%
China (EG)	64,8	86,1	32,9%

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

where:  $\bar{x}_1, \bar{x}_2$  – sample means;  $s_1^2, s_2^2$  – variances;  $n_1, n_2$  – number of participants.

The obtained empirical value  $t = 3,84$ , exceeded the critical value,  $t_{kp} = 2,01$  at a significance level of  $p < 0,05$ , confirming the statistical significance of the experimental results.

Special attention was paid to analyzing students' motivational dynamics. For this purpose, an internal motivation index was used:

$$I_m = \frac{A + B + C}{3},$$

where:  $A$  – level of academic interest;  $B$  – frequency of voluntary participation in additional activities;  $C$  – level of independent interaction with the platform.

At the onset of the study, the mean motivation index was 54,6±σ points; it subsequently rose to 81,3±σ points in the experimental groups following the intervention.

During the analytical-corrective phase, the data indicated that academic writing skills in Ukrainian remained the most challenging dimension for the learners. Chinese students more frequently exhibited difficulties with syntactic constructions and morphological categories, whereas Azerbaijani students encountered greater impediments with academic vocabulary and formal stylistic registers. In light of these findings, additional microlearning modules were introduced, focusing on targeted interactive exercises and simulated micro-scenarios of academic communication.

The summative-reflective phase demonstrated that implementing the proposed strategy contributed not only to improving

learners' language proficiency but also to cultivating digital autonomy, reflective thinking, and intercultural adaptation. Crucially, empirical tracking revealed that students in the experimental groups participated in extracurricular language activities 38% more frequently, and the overall completion rate for the massive open online course (MOOC) advanced from 64% to 91%.

In addition, a Pearson correlation analysis was conducted to examine the relationship between self-regulated learning and academic performance.

The Pearson correlation coefficient was calculated as:  $r = 0,78$ , which indicates a strong positive correlation between the capacity for self-regulation and the effectiveness of Ukrainian as a foreign language distance learning.

Thus, the results of the pedagogical experiment validate the effectiveness of the proposed authorial strategy within the UFL distance education paradigm via massive open online courses. The empirical findings demonstrate that integrating multimedia content, adaptive digital learning, self-regulated learning strategies, and intercultural communication significantly increases linguistic competence, digital autonomy, and academic motivation among international students at technical higher education institutions.

**Conclusions.** The results of the theoretical and experimental study confirmed the high linguistic and pedagogical effectiveness of the implemented "Adaptive Linguistic Self-Regulated Learning Strategy" for teaching Ukrainian as a foreign language through massive open online courses. It has been experimentally proven that the integration of multimedia content, flexible micro-learning pathways, and the interactive tools of the MENTOR platform ensures a systematic improvement in the foreign language communicative competence of international students at a technical higher education institution, as evidenced by a significant increase in language proficiency scores, reaching 34.6% in the Azerbaijani and 32.9% in the Chinese experimental groups. Furthermore, the expediency of combining cognitive-linguistic models with self-regulation technologies has been justified, as developing students' skills in time management, metacognitive planning, and reflection directly impacts the productivity of language training and addresses student attrition by raising online course completion rates from 64% to 91%. The implementation of this strategy has also demonstrated a profound socio-cultural effect, fostering rapid adaptation of international learners to the Ukrainian educational space and driving a qualitative transformation of the student's role from a passive recipient of information into an autonomous, intrinsically motivated subject of learning capable of effectively managing their own language development in a digital environment.

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