
**EFFECTIVENESS OF INTERACTIVE TECHNOLOGIES
IN THE FORMATION OF FOREIGN LANGUAGE
COMPETENCES IN THE CONDITIONS OF GLOBAL
EDUCATIONAL TRANSFORMATIONS**

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INTRODUCTION

The modern development of the higher education system is characterized by active digitalization of the educational process, the integration of innovative learning technologies, and a reorientation towards a competency-based approach¹. The training of future philologists today involves not only the formation of profound language knowledge but also the development of professional competences necessary for effective intercultural communication, academic mobility, and professional activity in the context of globalization and in the conditions of global educational transformations.

Of particular importance is the formation of foreign language competence as an integrated characteristic of a personality, ensuring the ability to use a foreign language in various types of professional activities. Under modern conditions, the effectiveness of this process largely depends on the use of interactive learning technologies that ensure active interaction among all participants in the educational process, contributing to the development of critical thinking, independence, creativity, and students' communicative activity².

The development of digital platforms, online services, distance learning systems, artificial intelligence tools, and multimedia resources has significantly

¹ Mammadov N.S., Sokolova S., Kholiavko N. Development of students' foreign language communicative competence in the context of internationalisation and informatisation of higher education. *Advanced Education*. 2019. No. 11. P. 22–29. DOI: 10.20535/2410-8286.155501

² Білошицька Т.Ю. Інтерактивні технології у викладанні іноземної мови у ВНЗ. Мова і світ: сучасні тенденції викладання іноземних мов у вищій школі: збірник матеріалів IV Всеукраїнського науково-практичного вебінару (29 листопада 2017 р.). Житомир, 2017. С. 17–21.

expanded the teacher's capabilities in organizing the educational process³. Interactive technologies have ceased to be merely an auxiliary tool and have become an important component of modern foreign language teaching methodology.

Scientific interest in the problem of forming foreign language competence is reflected in the works of Ukrainian and foreign researchers devoted to the competency-based approach, communicative learning, digital technologies, and interactive teaching methods. At the same time, the rapid development of digital education, the use of adaptive educational platforms, blended learning, and artificial intelligence technologies require further reflection on the possibilities of interactive learning specifically in the professional training of future philologists.

The purpose of this study is to summarize modern scientific approaches to the use of interactive technologies in the process of forming foreign language competences and to determine their pedagogical potential in the system of professional training of future specialist-philologists.

1. Theoretical foundations of the formation of foreign language competence of future philologists

The formation of foreign language competence is one of the key directions in the modernization of modern higher education. In the context of globalization, the development of a digital society, and the integration of Ukraine into the European educational space, new demands are placed on the training of future specialists. A modern philologist must possess not only a high level of language proficiency but also the ability to conduct effective intercultural communication, work with various types of information, use digital tools, and constantly improve their own professional competences.

The competency-based approach, which today forms the basis of state higher education standards, orients the educational process not only toward the acquisition of knowledge but also toward the development of the ability to apply it in professional activities⁴. That is why the concept of foreign language competence is viewed as an integrative characteristic of a personality, combining knowledge, practical skills, professional

³ Голуб Т.П., Коваленко О.О., Жигжитова Л.М., Котковець А.Л. Штучний інтелект у педагогіці: вивчення іноземної мови у вищій освіті. Академічні студії. Серія «Педагогіка». 2024. № 4. С. 50–56. DOI: 10.52726/as.pedagogy/2023.4.7

⁴ Про вищу освіту: Закон України від 1 липня 2014 р. № 1556-VII / Верховна Рада України. URL: <https://zakon.rada.gov.ua/laws/show/1556-18> (дата звернення: 30.07.2026).

experience, motivation, and readiness to use a foreign language in real communicative situations⁵.

In modern pedagogical science, there are several approaches to interpreting foreign language competence. Representatives of the communicative approach define it as the ability to communicate effectively according to a specific speech situation⁶. The sociocultural approach emphasizes the interconnection of language and culture, highlighting the need to understand traditions, behavioral norms, and features of intercultural interaction. The cognitive approach considers the process of mastering a foreign language as the development of a thinking system that ensures effective perception, analysis, and production of speech information. The integrative approach combines these concepts, interpreting foreign language competence as a complex of professionally significant personality traits.

Modern researchers emphasize that foreign language competence is much broader than knowledge of grammar or vocabulary. It covers the ability to use language means in accordance with the communicative situation, analyze the cultural context of communication, argue one's position, critically evaluate information, and adapt speech to the needs of a specific audience.

In the structure of foreign language competence, it is advisable to distinguish several interconnected components.

The linguistic component ensures the assimilation of phonetic, lexical, grammatical, and stylistic norms of a foreign language. It forms the basis for correct oral and written speech and allows using language units in accordance with the rules of the modern literary language.

The communicative component characterizes the individual's ability to effectively use language knowledge during professional and everyday communication. It includes the development of listening, speaking, reading, and writing skills, the ability to conduct a discussion, argue one's opinion, participate in professional negotiations, and engage in intercultural interaction.

The sociocultural component involves an understanding of cultural traditions, national characteristics, models of speech behavior, and the etiquette

⁵ Малихін О.В., Арістова Н.О. Формування іншомовної комунікативної компетентності студентів комп'ютерних спеціальностей засобами інтерактивних методів навчання. Інноваційні тенденції підготовки фахівців в умовах полікультурного та мультілінгвального глобалізованого світу: збірник тез доповідей IX Всеукраїнської науково-практичної конференції (м. Київ, 11 квітня 2024 р.) / за заг. ред. І.А. Махович. Київ: КНУТД, 2024. С. 79–82.

⁶ Durdas A., Mostytska L., Kostenko O., Ovcharova O. Teaching foreign languages for professional orientation at universities: modern tendencies. *Continuing Professional Education: Theory and Practice*. 2021. No. 4. P. 44–52. DOI: 10.28925/1609-8595.2021.4.5

of native speakers. Its formation helps to avoid communication barriers, develop tolerance, and interact effectively in an international environment.

In the conditions of the digital transformation of education, the digital component of foreign language competence becomes particularly relevant⁷. A future philologist must be able to use electronic dictionaries, language corpora, automated translation systems, educational platforms, multimedia services, and artificial intelligence tools to improve their own language training⁸. Digital literacy is gradually becoming an integral part of a modern specialist's professional competence.

No less important is the strategic component, which ensures the ability to independently organize learning activities, select effective ways of mastering language material, self-evaluate learning outcomes, and plan further professional development. This is what ensures lifelong continuous education.

The formation of these components is possible only under the condition of using modern pedagogical technologies that ensure active student participation in the educational process. The traditional lecture model is increasingly giving way to interactive forms of learning, which create conditions for cooperation, discussion, analysis of problem situations, and the practical application of language knowledge.

Thus, the foreign language competence of a future philologist is a multicomponent integrated construct that combines linguistic, communicative, sociocultural, digital, and strategic components. Its formation should be carried out on the basis of competency-based, activity-based, and student-centered approaches with the extensive use of interactive learning technologies capable of ensuring a high level of professional training for future specialists.

2. Interactive technologies as a tool for the formation of foreign language competence of future philologists

The rapid development of digital technologies has significantly transformed the higher education system and led to a rethinking of traditional approaches to organizing the educational process. While reproductive knowledge acquisition used to be the main form of learning, modern pedagogy is increasingly oriented towards active interaction among all participants in the educational process. That is why interactive technologies are considered one of the most effective means of forming the professional competences of future philologists.

⁷ Tadeieva M.I., Kupchuk L.Y., Litvinchuk A.T. The use of ICT tools for the formation of learning and communication strategies in the foreign language classroom in non-language institutions of higher education. *Information Technologies and Learning Tools*. 2021. Vol. 81, No. 1. P. 272–284. DOI: 10.33407/itlt.v81i1.3099

⁸ Використання SMART-технологій у навчанні іноземних мов студентів немовних спеціальностей. *Наукові записки. Серія: Філологічні науки*. 2024. Вип. 1(208). С. 143–148.

The term "interactive learning" comes from the word interactive, meaning "to interact." Its essence lies in the organization of educational activities during which the student is not a passive listener but an active participant in the educational process⁹. Interaction between the teacher and students, as well as among students themselves, creates conditions for the development of critical thinking, communication skills, creative abilities, and cooperation skills.

Unlike traditional learning, interactive technologies focus not only on the transfer of ready-made information but also on its independent comprehension, analysis, and practical application. This approach ensures the formation of stable motivation for learning, increases the level of student engagement, and contributes to better assimilation of educational material.

For the professional training of future philologists, interactive technologies are of particular importance, as speech activity itself is based on constant communication¹⁰. Learning a foreign language is impossible without the active use of language means in real or close-to-real communication situations. Therefore, interactive learning creates the most natural language environment in which students gain practical experience in using a foreign language.

Among the most effective interactive teaching methods, one can single out discussions, debates, role-playing games, case studies, the project method, brainstorming, problem-based learning, teamwork, and the modeling of professional situations. The use of such methods promotes the development of argumentative speech, the ability to work in a team, make decisions, analyze information, and interact effectively with other participants in communication.

One of the most effective technologies is project-based learning¹¹. During the execution of projects, students independently identify a problem, search for information, analyze scientific sources, present research results in a foreign language, and work in groups. Such activity ensures the simultaneous development of linguistic, research, digital, and communicative competences.

No less effective is the case method, which involves the analysis of professional situations as close as possible to the real activities of a translator, teacher, or philologist. Working on cases allows students to apply language knowledge in practical conditions, developing skills in argumentation and professional communication.

⁹ Свириденко І.М. Інтерактивні технології і методи навчання іноземних мов на немовних факультетах. Наукові записки. Серія: Філологічні науки. 2016. № 144. С. 455–458.

¹⁰ Черній Г.В. Інтерактивні технології у підготовці майбутніх перекладачів. Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки. 2016. № 85. С. 3–7.

¹¹ Цуркан М.В. Інтерактивні методи вивчення української мови іноземними студентами-медиками. Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки. 2020. № 100. С. 141–150.

The modern educational process increasingly uses digital interactive platforms¹². Among the most common are Moodle, Google Classroom, and Microsoft Teams, which provide for the organization of distance and blended learning, the placement of educational materials, automated assessment, and constant communication between the teacher and students¹³.

For the development of vocabulary and the consolidation of lexical material, Quizlet, Wordwall, and LearningApps are effectively used¹⁴. These services allow for the creation of interactive flashcards, exercises, tests, and game tasks, significantly increasing students' motivation to learn.

During practical classes, Kahoot!, Mentimeter, and Nearpod are widely used to provide instant feedback, activate students' attention, and allow quick assessment of the level of material assimilation¹⁵.

An important role in the development of future philologists' creative abilities is played by Canva, Padlet, Miro, and Genially. With their help, students create interactive presentations, infographics, digital posters, collaborative information boards, and multimedia projects in a foreign language.

Special attention should be paid to the use of artificial intelligence technologies.¹⁶ Tools such as ChatGPT, Gemini, Microsoft Copilot, DeepL Write, and Grammarly open new possibilities for the development of academic writing, grammar checking, improving speech style, text analysis, and modeling communicative situations. At the same time, their application requires the formation of skills for the critical evaluation of information received, compliance with the principles of academic integrity, and the development of students' information culture.

Practice shows that combining traditional teaching methods with digital interactive technologies ensures a significantly higher level of foreign language

¹² Писанко М.Л., Мартиненко О.Є. Moodle як засіб дистанційного навчання майбутніх перекладачів аудіювання англійською мовою. Інформаційні технології і засоби навчання. 2020. Т. 75, № 1. С. 237–252. DOI: 10.33407/itlt.v75i1.2644.

¹³ Совгар О.М., Совгар Г.П. Використання LMS Moodle у процесі самостійної роботи курсантів з іноземної мови. Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки. 2021. № 105. С. 78–87.

¹⁴ Чернюк Т.І. Використання електронного підручника в процесі іншомовної підготовки студентів нефілологічних спеціальностей. Викладання іноземних мов для студентів немовних спеціальностей: стан, проблеми, перспективи: збірник матеріалів II Всеукраїнського науково-практичного вебінару (2 грудня 2015 р.). Житомир: Житомирський державний університет імені Івана Франка, 2015. С. 157–160.

¹⁵ Плотніков Є.О., Ларіна Т.В. Дистанційний курс англійської мови: деякі особливості реалізації зворотного зв'язку. Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки. 2015. № 82. С. 56–60.

¹⁶ Чижикова О.В. Забезпечення конструктивного зворотного зв'язку засобами інформаційних технологій у процесі формування іншомовної компетентності студентів економічних спеціальностей. Інформаційні технології і засоби навчання. 2021. Т. 82, № 2. С. 231–242. DOI: 10.33407/itlt.v82i2.3999

competence formation. Students demonstrate better results in the development of speaking, writing, listening, reading, critical thinking, and professional communication. In addition, interactive learning positively affects learning motivation, responsibility for one's own results, and readiness for self-education.

At the same time, the effectiveness of using interactive technologies depends on the pedagogical skill of the teacher, the level of digital competence of students, the technical support of the educational institution, and the expediency of selecting specific methods according to the content of the academic discipline. Excessive use of digital services without a clear methodological purpose can reduce the quality of learning, so interactive technologies should act not as an end in themselves, but as a means to achieve defined educational results.

Thus, interactive technologies are an important factor in modernizing the professional training of future philologists. Their systematic use ensures the activation of students' learning activities, the formation of speech and digital competences, the development of critical thinking, academic autonomy, and readiness for professional activity in a digital society.

3. Practical aspects of using interactive technologies in the formation of foreign language competence of future philologists

The effectiveness of forming foreign language competence is largely determined not only by the content of academic disciplines but also by the methods of organizing the educational process. Analysis of modern pedagogical practice shows that the application of interactive technologies significantly increases student activity, develops their motivation, and fosters the professional skills necessary for the future activities of a philologist.

In modern higher education institutions, interactive technologies are increasingly integrated into the teaching of practical foreign language courses, theory and practice of translation, stylistics, intercultural communication, country studies, academic writing, and methodology of teaching foreign languages. Their application makes it possible to bring the learning process as close as possible to the real conditions of professional activity.

One of the most effective forms of organizing learning is teamwork. The execution of joint projects stimulates students to actively use a foreign language, develops interpersonal interaction skills, responsibility for the joint result, and the ability to reasonably defend one's own position. In the process of team activity, both professional and social competences that meet modern labor market requirements are formed.

An important direction is the use of role-modeling in professional situations. During such classes, students act as translators, teachers, representatives of international companies, journalists, or participants in international conferences.

This helps build professional speech skills, prompt decision-making, and adaptation to various communicative situations.

The use of authentic materials holds significant potential. Working with modern articles, video lectures, podcasts, official documents, speeches by international experts, and foreign media materials promotes the development of linguistic intuition, improvement of listening skills, and expansion of professional vocabulary¹⁷. In addition, such materials introduce students to modern trends in science, culture, and international communication.

Significant advantages are demonstrated by blended learning, which combines traditional classroom sessions with students' independent online work¹⁸. This model provides greater flexibility in the educational process, allows for individualized learning, and creates conditions for constant access to educational materials.

The application of artificial intelligence in the educational process is becoming particularly relevant¹⁹. The use of modern language models makes it possible to model dialogues, create communicative situations of varying complexity, generate exercises, analyze language errors, and provide personalized recommendations for improving speech. At the same time, the teacher must teach students to critically evaluate the results of digital services, verify the accuracy of information, and adhere to the principles of academic integrity.

The practice of using interactive technologies proves a number of positive outcomes:

- increasing student motivation;
- activating cognitive activity;
- developing critical thinking skills;
- improving communication skills;
- forming digital competence;
- developing independent learning skills;
- improving the quality of foreign language material assimilation;
- enhancing the professional training of future philologists.

At the same time, the effective use of interactive technologies requires taking into account certain organizational conditions. These include adequate technical support for the educational institution, the digital competence of the

¹⁷ Юлінецька Ю.В., Бабій О.Ю., Гловюк І.В. та ін. Використання інформаційно-комунікаційних технологій у навчанні мови та права для розвитку комунікативної компетентності студентів-правників. Інформаційні технології і засоби навчання. 2021. Т. 81, № 1. С. 310–326. DOI: 10.33407/itd.v81i1.3282

¹⁸ Субота Л.А. Інтерактивні методи навчання української мови як іноземної у закладах вищої освіти. Актуальні питання іноземної філології. 2021. Вип. 15. С. 102–107. DOI: 10.32782/2410-0927-2021-15-15

¹⁹ Використання інформаційно-комунікаційних технологій у формуванні мовленнєвих компетентностей здобувачів вищої освіти. *Studia Methodologica*. 2025

teacher, the systematic updating of educational and methodological support, as well as students' readiness for active participation in the learning process. It is important to ensure a pedagogically balanced combination of traditional and innovative teaching methods, as their comprehensive application ensures the highest efficiency.

A promising direction in the development of foreign language education is the integration of artificial intelligence technologies, virtual and augmented reality, adaptive educational platforms, automated assessment systems, and personalized learning. Their use opens new possibilities for individualizing the educational process, developing student autonomy, and forming the competences required for professional activity in the digital economy.

Thus, modern interactive technologies are not only an effective didactic tool but also an important factor in improving the quality of professional training for future philologists. Their systematic use contributes to the comprehensive development of foreign language competence, digital literacy, communicative culture, and readiness for professional activity in an international environment.

CONCLUSIONS

The conducted research confirms that interactive technologies are one of the most effective means of forming the foreign language competence of future philologists in the conditions of modern higher education and global educational transformations. Their use ensures a transition from a reproductive learning model to activity-based and student-centered approaches, within which the student acts as an active participant in the educational process.

It has been established that foreign language competence is a complex integrative construct that includes linguistic, communicative, sociocultural, strategic, and digital components. Their comprehensive development ensures the future philologist's readiness for professional activity in the conditions of intercultural communication, academic mobility, and the digital transformation of society.

It has been found that the application of interactive technologies promotes the development of critical thinking, independence, communicative activity, the ability to work in a team, and effectively use modern digital resources. The highest efficiency is demonstrated by project-based learning, the case method, role-playing games, problem-based learning, discussions, debates, brainstorming, as well as the use of digital platforms like Moodle, Google Classroom, Microsoft Teams, Kahoot!, Quizlet, Padlet, Canva, and other modern educational services.

The integration of artificial intelligence technologies into the educational process takes on special significance. The use of intelligent digital tools opens new opportunities for personalizing learning, developing academic writing,

forming skills for critical information analysis, and improving speech practice. At the same time, their application requires adherence to the principles of academic integrity and the development of the digital culture of future specialists.

Thus, the systematic implementation of interactive technologies in the professional training of future philologists ensures an increase in the quality of foreign language education, the development of professional competences, and the formation of a competitive specialist capable of working effectively in a globalized information society.

Prospects for further research should be associated with the study of the effectiveness of using adaptive educational platforms, generative artificial intelligence, and virtual and augmented reality technologies in the process of forming the foreign language competence of higher education students.

SUMMARY

The chapter investigates the theoretical foundations of using interactive technologies in the formation of foreign language competences of higher education students in the conditions of global educational transformations. Modern approaches to the interpretation of the concepts "foreign language competence" and "interactive learning technologies" are analyzed, and their place in the professional training of future philologists is determined. The structure of foreign language competence is revealed, covering linguistic, communicative, sociocultural, and strategic components. The pedagogical potential of interactive teaching methods as a means of developing professional communication, critical thinking, academic autonomy, and digital literacy of students is substantiated. The main directions of integrating interactive technologies into the modern educational process in the context of the digital transformation of education are determined.

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