



ANNALI D'ITALIA
SCIENTIFIC JOURNAL OF ITALY

2026 (79)



№79 2026

Annali d'Italia

VOL. 1

ISSN 3572-2436

Annali d'Italia (Italy's scientific journal) is a peer-reviewed European journal covering top themes and problems in various fields of science.

The journal offers authors the opportunity to make their research accessible to everyone, opening their work to a wider audience.

Chief editor: Cecilia Di Giovanni

Managing editor: Giorgio Bini

- Hoch Andreas MD, Ph.D, Professor Department of Operative Surgery and Clinical Anatomy (Munich, Germany)
- Nelson Barnard Ph.D (Historical Sciences), Professor (Malmö, Sweden)
- Roberto Lucia Ph.D (Biological Sciences), Department Molecular Biology and Biotechnology (Florence, Italy)
- Havlíčková Tereza Ph.D (Technical Science), Professor, Faculty of Mechatronics and Interdisciplinary Engineering Studies (Liberec, Czech Republic)
- Testa Vito Ph.D, Professor, Department of Physical and Mathematical management methods (Rome, Italy)
- Koshelev Andrey Candidate of Philological Sciences, Associate Professor, Faculty of Philology and Journalism (Kiev, Ukraine)
- Nikonov Petr Doctor of Law, Professor, Department of Criminal Law (Moscow, Russia)
- Bonnet Nathalie Ph.D (Pedagogical Sciences), Faculty of Education and Psychology (Lille, France)
- Rubio David Ph.D, Professor, Department of Philosophy and History (Barcelona, Spain)
- Dziejcz Stanisław Ph.D, Professor, Faculty of Social Sciences (Warsaw, Poland)
- Hauer Bertold Ph.D (Economics), Professor, Department of Economics (Salzburg, Austria)
- Szczepańska Janina Ph.D, Department of Chemistry (Wrocław, Poland)
- Fomichev Vladimir Candidate of Pharmaceutical Sciences, Department of Clinical Pharmacy and Clinical Pharmacology (Vinnytsia, Ukraine)
- Tkachenko Oleg Doctor of Psychology, Associate Professor (Kiev, Ukraine)

and other experts

500 copies

Annali d'Italia

50134, Via Carlo Pisacane, 10, Florence, Italy

email: info@anditalia.com

site: <https://www.anditalia.com/>

CONTENT

ARTS

Salyha P.

POTENTIAL OF VIBE CODING DESIGN IN INCREASING DIVERSITY OF UI DESIGN STYLES 4

BIOLOGICAL SCIENCES

Yusifova A., Asadova B.

ANNOTATION ON THE DISTRIBUTION OF PHYTOPATHOGENIC FUNGI IN FODDER PLANTS AND THEIR CHARACTERISTICS 9

Gurbanov E., Aslanova S.

FLORISTIC DIVERSITY AND STRUCTURAL FEATURES OF SUBALPINE MEADOW VEGETATION (ON THE EXAMPLE OF THE TALYSH REGION 12

CHEMICAL SCIENCES

Seyidova F.F.

SYNTHESIS AND STUDY OF CADMIUM THIOARSENITE AND THIOARSENATE COMPOUNDS BY HYDROCHEMICAL METHOD 18

ECONOMIC SCIENCES

Zeynalov H., Mammadov A.

THE ROLE OF INNOVATION ACTIVITY IN ENHANCING THE COMPETITIVENESS OF TOURISM IN THE NAKHCHIVAN AUTONOMOUS REPUBLIC 20

Panjiyevich J.U.

COMPREHENSIVE ASSESSMENT OF FACTORS AFFECTING THE EFFECTIVENESS OF TOURISM SERVICES 23

JURISPRUDENCE

Genci Gjonçaj

A CRIMINAL LAW PERSPECTIVE ON MONEY LAUNDERING AS AN INSTRUMENT OF ORGANISED CRIME 29

Humbatov M.

STATION-TYPE PENITENTIARIES IN THE REPUBLIC OF AZERBAIJAN: HISTORY, STATUS AND FUTURE PROSPECTS 41

Nadia Rusi, Evis Qaja

INSTITUTIONAL TRANSFORMATION AND COMPLIANCE WITH EUROPEAN UNION REQUIREMENTS: ALBANIA'S PATHWAY TO EU ACCESSION 49

MATHEMATICAL SCIENCES

Argynbayeva B., Amirkhan Sh.,

Bazarbayeva L.
SEASONALITY AND TREND IN SALES FORECASTING .. 59

Sadygov M.A.

ON NONSMOOTH PROBLEMS OF MATHEMATICAL PROGRAMMING 67

MEDICAL SCIENCES

Boltik I., Jenish V., G., Vdovichenko V.P.

USE OF ANTIHYPERTENSIVE DRUGS AMONG MEDICAL UNIVERSITY STUDENTS: A CROSS-SECTIONAL STUDY 89

PEDAGOGICAL SCIENCES

Balasanian O

THE FACILITATIVE ASPECT OF DEVELOPING STUDENTS' STRATEGIC COMPETENCE IN ORAL PROFESSIONAL COMMUNICATION WITHIN DISTANCE FOREIGN LANGUAGE LEARNING 94

Orujov Y.A., Nagiyev K.J., Abishov N.A.

APPLICATION OF THE PROBLEM-BASED LEARNING METHOD IN TEACHING AMINO ACIDS WITHIN A BILINGUAL LEARNING CONTEXT 100

PEDAGOGICAL SCIENCES

THE FACILITATIVE ASPECT OF DEVELOPING STUDENTS' STRATEGIC COMPETENCE IN ORAL PROFESSIONAL COMMUNICATION WITHIN DISTANCE FOREIGN LANGUAGE LEARNING

Olena Balasanian

Senior Lecturer,

Simon Kuznets Kharkiv National University of Economics

Abstract

The article provides a theoretical and methodological substantiation of the concept of digital facilitation as a key factor in developing students' strategic competence in oral professional communication within the student-centered paradigm of distance education. The study demonstrates that in the context of total digitalization, the classical model of strategic competence evolves into the concept of digital communicative flexibility. This construct integrates the speaker's ability to overcome the "screen barrier," adapt to the technical discreteness of the media channel, and flexibly leverage the multimodal tools of virtual platforms to preserve an authentic authorial voice.

To achieve the research objectives, a complex of theoretical methods was employed: comparative, systemic, definitional, and terminological analysis, alongside pedagogical modeling.

As a result of the study, the linguodidactic substance of the concept of "digital facilitation" has been revealed, and three key vectors of its implementation have been determined (psychological de-escalation, interactive decentralization, and cognitive scaffolding), which ensure the minimization of students' foreign language anxiety and the lowering of the affective filter. The author's theoretical and conceptual model has been scientifically substantiated, finding its practical reflection in a prospective complex of strategies (*The Virtual Pitch, AI-Opponent Simulations, Micro-VIVA*). These innovative formats allow shifting the focus of assessment from evaluating the final speech product, which can be compromised in the era of generative artificial intelligence, to evaluating the live process of spontaneous thinking in a foreign language, thereby ensuring the protection of academic integrity and the restoration of the student's agency. Finally, the prospects for the further transformation of the developed model into the practical domain of higher education through the creation of applied guidelines and digital case studies have been outlined.

Keywords: strategic competence, digital communicative flexibility, digital facilitation, student-centeredness, affective filter, artificial intelligence, academic integrity, distance learning.

Introduction

The dynamic evolution of the global business environment necessitates a transformation of requirements for foreign language training of future specialists in higher education. Under current socioeconomic conditions, a professional's relevance is determined not only by their academic or narrow vocational toolkit but also by a high level of intercultural interaction culture. A key component of graduates' professional capability is strategic competence in oral communication, interpreted as the ability to not merely manipulate lexicogrammatical assets flexibly, but to effectively mitigate communicative risks, overcome psycholinguistic barriers, and adapt to the changing contexts of professional dialogue. The forced integration of the distance format into the educational space of Ukraine, while ensuring the continuity and inclusiveness of higher education, has driven the large-scale use of innovative technologies. However, extensive experience in the practical application of videoconferencing platforms for synchronous classes has revealed a profound methodological paradox: the integration of digital tools into the educational process does not, by itself, guarantee the automatic development of fluent, spontaneous professional speech skills.

Modern linguodidactics notes a pronounced limitation of the technocentric approach, wherein hyper-

fixation on the functional capabilities of digital platforms nullifies the personal dimension of learning. An alternative to this is the student-centered educational paradigm, the conceptual core of which involves a functional transformation of the educator's role from a linear controller and transmitter of knowledge into a facilitator of the virtual communicative process. Substantiating the theoretical and methodological foundations of digital facilitation is critically essential for overcoming the phenomena of screen alienation and students' communicative passivity. The implementation of this approach allows for the revitalization of the future specialist's authentic authorial voice, guaranteeing psychological safety and strategic flexibility in their oral professional speech within distance education.

Analysis of Recent Research and Publications

The investigation into the formation of strategic competence and its specifics within the digital space lies at the intersection of linguodidactic, psychological, and technological research. The theoretical foundation for analyzing this phenomenon is provided by the classical models of M. Canale and M. Swain (Canale & Swain, 1980), where it is defined as a compensatory mechanism — the speaker's ability to employ verbal and non-verbal strategies (paraphrasing, circumlocution, requests for assistance) to overcome linguistic gaps. However, in distance learning environments, this

approach requires revision: while in a traditional classroom setting, strategic actions are aimed solely at compensating for a lack of linguistic knowledge, in a virtual environment, they are significantly complicated by the limitations of the interaction media channel itself (technical glitches, scarcity of non-verbal cues). A large-scale analysis of the impact of such virtual learning environments, conducted in a systematic literature review by L. Caprara and C. Caprara (2022), demonstrates both the powerful potential of digitalization and the urgent need to develop new interactive tools for student adaptation and support.

The issues of transforming the "authorial voice" and the specifics of academic interaction in the era of rapid generative artificial intelligence development are thoroughly investigated by F. Jiang and K. Hyland (Jiang & Hyland, 2024). Analyzing engagement markers within argumentative essayistic discourse, the authors demonstrate that the success of professional communication depends not on the flawless copying of normative AI language templates, but on the student's ability to project their own agency and confidence through language. However, these studies predominantly focus on written communication, leaving open the question of how to preserve individual style and strategic flexibility in the context of spontaneous oral online dialogue.

The technological dimension of integrating innovative tools into foreign language training is highlighted in detail in the works of R. Godwin-Jones (2024) and N. Hockly (2023). Specifically, R. Godwin-Jones analyzes the phenomenon of distributed agency in the context of generative AI implementation, demonstrating that virtual ecosystems are capable of ensuring a high level of material authenticity while simultaneously requiring a greater degree of digital autonomy from students. At the same time, immersion into digital platforms often induces profound cognitive and psycho-emotional strain. The nature of this phenomenon is fundamentally disclosed in the work of J. N. Bailenson (2021), who theoretically substantiated the non-verbal overload ("Zoom fatigue") that arises from the disruption of natural communication dynamics during the prolonged use of videoconferencing.

In turn, N. Hockly (2023) focuses her research on the challenges of utilizing artificial intelligence and the concept of social presence. She argues that the "screen barrier" effect often induces apathy and a tendency toward self-isolation among students (the "culture of turned-off cameras"), which significantly raises the "affective filter" — a psychological barrier (fear, inhibition, anxiety) that, according to S. Krashen's classical theory (Krashen, 1982), blocks successful language acquisition. Overcoming this issue is possible through a radical shift in the educator's role — moving away from linear control toward organizing group interaction. The specifics of such a transformation in higher education are highlighted by G. Thomas and S. Thorpe (2019), who, in their review of online facilitation practices, demonstrate that successful work in virtual groups requires specific skills from the educator in managing group dynamics and decentralizing the educational process.

Within the Ukrainian scientific discourse, the vector of systemic digital transformation in higher education has been established by the works of N. V. Morze and her co-authors (Morze et al., 2020). The researchers describe in detail the structure of the educator's digital competence profile, emphasizing that a modern teacher must possess not only an instrumental level (the ability to use services) but also a methodological one — the ability to create an interactive environment that stimulates critical thinking. The philosophical and methodological foundation for this transformation is provided by the works of V. G. Kremen (Kremen, 2023). Substantiating the philosophy of student-centeredness within the system of modern values, the academician demonstrates that the transition to innovative learning models must be grounded in respect for the student's personality, the development of their autonomy, and a partnership-based interaction where the teacher acts not as an authoritarian transmitter of knowledge, but as a facilitator.

Thus, the study of the specifics of strategic competence formation in a virtual environment requires a synergy of linguodidactic, psychological, and instrumental scientific approaches, which will allow for the adaptation of the classical model of compensatory strategies to the challenges of the modern high-tech educational space.

Objective and tasks

The objective of the article is to provide a theoretical and methodological substantiation of the concept of digital facilitation as a key factor in developing students' strategic competence in oral professional communication, and to design the architecture of its practical implementation within the student-centered paradigm of distance foreign language learning. To achieve this objective, a series of sequential research tasks encompassing both fundamental and applied aspects of the studied phenomenon has been outlined. First and foremost, it involves conducting a profound theoretical analysis of the essence and component structure of strategic competence in oral professional communication within the specific dimension of the virtual educational space, factoring in the challenges of technical communication discreteness. The next task entails disclosing the linguodidactic substance of the digital facilitation concept and determining the vectors of virtual pedagogical charisma's impact on minimizing foreign language anxiety and de-escalating students' affective filters in a synchronous online format. Finally, the study aims to scientifically substantiate and model a prospective complex of facilitative strategies, including scenario-based learning and AI-powered voice simulations, while clearly outlining the trajectory for their further experimental verification in higher education institutions.

Research methods

To solve the defined tasks and form a coherent theoretical concept, a complex of complementary methods of the theoretical research level was employed, integrated into the general methodological structure of the work. A leading role in substantiating the concept is occupied by comparative and systemic analysis of scientific linguodidactic, psychological, and methodological

literature, aimed at a critical revision of existing approaches to understanding strategic competence and clarifying the essential characteristics of the conceptual and categorical apparatus in the context of educational digitalization. For a distinct terminological isolation of new pedagogical phenomena, definitional and terminological analysis was applied, which allowed for specifying the substance of the concepts "digital facilitation" and "virtual pedagogical charisma" directly within the context of students' foreign language training. The direct construction of the predictive model was carried out based on the methods of pedagogical modeling and design, through which the theoretical architecture of facilitative learning was developed and algorithms for the interactive engagement of educational process subjects in the virtual space were created. On a theoretical level, through the methods of extrapolation and scientific forecasting, a hypothetical outline of the potential outcomes of the proposed strategies' application was provided, along with the analytical identification and preemptive analysis of possible communicative risk zones and psycholinguistic barriers.

Results and Discussion

In classical linguodidactics, beginning with the fundamental works of M. Canale and M. Swain (Canale & Swain, 1980), strategic competence was traditionally viewed through the prism of a compensatory function — as the speaker's ability to minimize a deficit in linguistic knowledge using verbal and non-verbal substitutes. However, the process of transferring this model into the domain of the virtual educational space requires a significant rethinking of its architecture, given that the nature of communicative obstacles changes radically online. Drawing upon K. Hyland's research (Jiang & Hyland, 2024) on the transformation of the authorial voice and N. Hockly's concept of social presence (Hockly, 2023), we argue that in distance education, strategic competence evolves from purely linguistic compensation to a higher level — digital communicative flexibility. Based on the integration of psycholinguistic and student-centered approaches, we have developed a predictive three-component structure of this competence, with each element adapted to the conditions of a computer-mediated environment.

The first constituent of this structure is the psycholinguistic component, focused on the speaker's mobility and self-regulation. It is based on S. Krashen's affective filter theory (Krashen, 1982) and J. Bailenson's contemporary research on cognitive overload during videoconferencing (Bailenson, 2021). This component implies the student's ability to overcome a specific screen barrier and operate under time constraints. We contend that in the digital space, spontaneous speech is complicated not only by psychological fear but also by the purely technical phenomenon of audio delay (latency), which, as Bailenson aptly notes, disrupts the natural prosodic characteristics of speech. Consequently, our authorial interpretation of the student's strategic activity in this context lies in the ability to maintain mental resilience and speech dynamics even during forced technical pauses, transforming connectivity glitches from a panic factor into a natural element of communication.

The second element is the instrumental-technological component, which we define as the multimodal enhancement of the speech act. In the process of its substantiation, we drew upon R. Godwin-Jones's theory of multimodality (Godwin-Jones, 2024). While in a traditional classroom non-verbal strategies are limited to natural gesturing, in a virtual classroom — where the webcam frame restricts bodily expression — there arises a need for the artificial digital extension of speech. Our perspective on solving this issue is that the student must learn to consciously utilize platform tools (screen sharing, interactive elements of the Miro board, or pinning key points in the chat) as external cognitive scaffolds (*scaffolding*) that support oral argumentation, preventing the speech act from breaking down due to a lack of vocabulary.

The third, socio-presentational component, is responsible for the projection of the speaker's professional "self" within the digital space. The theoretical foundation for understanding the challenges of this element is provided by J. N. Bailenson's concept regarding the deficit of non-verbal information in a virtual environment, which provokes the psycho-emotional disengagement of communication participants (Bailenson, 2021). In turn, the linguodidactic toolkit for overcoming this barrier draws upon the research of F. Jiang and K. Hyland (Jiang & Hyland, 2024) in terms of using engagement markers to construct a compelling "authorial voice." This component defines the ability to transmit confidence and expert status in a foreign language through a restricted media channel. We contend that under conditions of virtual alienation, the student must compensate for the lack of physical presence using accessible interactive means, namely: accented intonation, clear structural framing of the utterance, the use of rhetorical markers of interaction, and the ability to dynamically manage the virtual audience's attention.

Understanding this three-component structure leads us to the conclusion that the traditional model of linear control along the "teacher-student" vector is completely ineffective online, as it only reinforces the verbal passivity of the audience. Consequently, there is an urgent need to define a fundamentally new role for the educator. The phenomenon of facilitation within a digital language environment acquires a specific, technologically mediated substance, which is thoroughly analyzed in the comparative studies of G. Thomas and S. Thorpe (Thomas & Thorpe, 2019) regarding the specifics of managing online groups. Drawing upon V. G. Kremen's philosophical concept of student-centeredness (Kremen, 2023) and N. V. Morze's teacher digital competence profile model (Morze et al., 2020), we define digital facilitation as a systemic, empathically grounded activity of the educator aimed at optimizing the virtual communicative space, reducing students' psychological strain, and creating conditions for their maximum speech autonomy and activity.

Drawing upon the aforementioned approaches and our own experience in modeling online classes, we distinguish three key vectors through which charismatic facilitation ensures the development of students' strategic competence.

The first is the vector of psychological de-escalation, aimed at lowering the affective filter. Drawing

upon S. Krashen's classical concept (Krashen, 1982), we contend that under conditions of digital interaction, the facilitator must use their behavior to consciously neutralize the destructive "spotlight effect" (*Spotlight Effect*), where the student feels under constant psychological pressure from a turned-on camera. As G. Thomas and S. Thorpe (Thomas & Thorpe, 2019) note, successful management of online group dynamics involves creating a safe communicative space. Through the mechanisms of emotional contagion and empathy, the educator legitimizes speech risk, shifting the student's focus from the fear of making a grammatical error to the successful achievement of the ultimate communicative or business goal.

The second vector — interactive decentralization — directly implements N. Hockly's methodological recommendations (Hockly, 2023) on overcoming the passive "cameras-off culture." Our vision of this strategy lies in radically minimizing the instructor's own verbal presence (Teacher Talking Time) in favor of autonomous student interaction (Student-to-Student). Under this approach, breakout rooms are utilized not as a tool for the mechanical and isolated execution of exercises, but as an artificially engineered space of controlled communicative risk, where students are left face-to-face with a speech problem and are compelled to independently employ compensatory strategies.

The third vector is defined as cognitive scaffolding, which, within the context of contemporary digital ecosystems, is thoroughly investigated in the works of R. Godwin-Jones (Godwin-Jones, 2024) and the studies of L. Caprara and C. Caprara (Caprara & Caprara, 2022) regarding the specifics of virtual learning space organization. Within this vector, the facilitator does not merely observe but flexibly structures the digital environment of the class. Our reasoning is that the instructor must provide students with dynamic mind maps, visual interactive templates, and conceptual frames. Such tools serve as reliable navigational scaffolds during spontaneous monologue or discussion, helping each student overcome cognitive overload and confidently project their authorial voice into digital discourse, drawing upon F. Jiang and K. Hyland's models of language engagement (Jiang & Hyland, 2024).

Based on a critical analysis of existing linguodidactic approaches and taking into account the specifics of psychological barriers in the virtual environment, we have developed and scientifically substantiated an authorial predictive model of digital facilitation. Our vision rests on the conviction that the development of strategic competence is possible only through the transformation of the digital space from a place of passive content consumption into a space of controlled communicative risk. Within the framework of this concept, we propose an authorial complex of prospective practical strategies aimed at stimulating students' spontaneous speech and integrating their agency and authentic authorial voice.

The first tool of this model is the innovative pitching strategy (*The Virtual Pitch*), which functions as a scenario-based role-play modeling of a real business environment. In contrast to the traditional listening to

pre-prepared reports, which online inevitably transforms into a monotonous and mechanical reading of text from the screen, we propose a radical renovation of this format. According to our concept, the student is placed within a strict time limit lasting no more than 180 seconds, during which they must present a business idea or propose a solution to a complex economic case. The primary didactic condition here is maintaining the audience's attention solely through the restricted space of the webcam. The instructor, acting as a facilitator, consciously decentralizes this process by delegating their authority to the group: other students act as critical investors, opponents, or auditors. We firmly believe that strategic competence and verbal flexibility are formed not during the recitation of the main monologue, but precisely during the unpredictable, interactive Q&A session. Since the colleagues' questions cannot be anticipated, the student is compelled to instantly deploy the entire arsenal of compensatory mechanisms, adapting their lexical repertoire on the fly and completely abandoning the use of pre-written scripts.

The next step in expanding our model is the integration of the AI-Opponent Simulations strategy, where generative artificial intelligence functions as a flexible cognitive scaffold. The current stage of technological development allows the utilization of AI in linguodidactics to expand far beyond the mere generation or translation of texts. We propose utilizing artificial intelligence as a dynamic, interactive speech simulator. According to our concept, prior to engaging in an open, real-time group discussion, the student undergoes an obligatory stage of autonomous speech preparation by interacting with a voice-based AI agent configured for the role of a demanding foreign partner or a tough opponent. Our position is grounded in the fact that such a simulation fulfills the vital function of a safe microenvironment. The opportunity to make mistakes without the fear of losing social or professional status in front of colleagues significantly reduces foreign language anxiety and de-escalates the affective filter. Concurrently, this intensively develops strategic competence and verbal flexibility, as generative AI constructs authentic, non-template remarks, compelling the student to promptly mobilize their linguistic resources under conditions closely resembling real-world intercultural negotiations.

The logical culmination of the proposed architecture is our custom-designed assessment format named *Micro-VIVA*, which entails an expert defense of the generated speech product. The massive utilization of AI translators and text generators by students during distance learning demands a complete overhaul of the classical control system. We argue that evaluating a finished written text or a pre-recorded monologue online has lost its didactic purpose today, as these products can be entirely compromised by third-party technologies. In contrast, our proposed format represents a brief, charismatically moderated by the teacher oral defense of one's own project or analytical essay. By posing several challenging or clarifying questions regarding the internal logic of the utterance and the economic background of the work, the teacher-facilitator compels the

student to defend their position here and now. Our rationale is that such a format successfully shifts the focus of pedagogical attention from evaluating the final artifact to the very process of critical thinking in a foreign language. This not only reliably safeguards academic integrity in the era of digitalization but also stimulates the student to demonstrate genuine, confident mastery of communicative strategies and the ability to argumentatively assert their professional "self" in real time.

Prospects for further research

Since this article is of a theoretical and conceptual nature (*conceptual research*), the three-component facilitative model we have developed serves as a baseline scientific and methodological architecture for updating the substance of students' foreign language training within the digital space. It establishes the necessary theoretical foundation for rethinking the interaction between educational process participants under distance learning conditions and abandoning ineffective linear models of control.

Prospects for further exploration in this direction are primarily associated with the design and implementation into higher education practice of applied methodological recommendations, syllabi, and digital case studies that integrate interactive learning scenarios adapted for the use of artificial intelligence tools. An equally vital vector is the formulation of practical guidelines and micro-scenarios to develop digital facilitation skills in educators themselves, which will help effectively overcome the "screen barrier" and students' cognitive overload directly during synchronous online classes. Furthermore, further theoretical study is required to analyze how exactly the deployment of the proposed strategies influences the level of students' communicative confidence and the formation of their individual "authorial voice" within virtual professional discourse.

Consequently, future scholarly inquiry will be directed toward the logical transformation of the proposed theoretical model into a practical dimension — namely, the creation of a comprehensive methodological framework for optimizing foreign language education within contemporary digital learning ecosystems.

Conclusions

As a result of the conducted theoretical and methodological research, the specifics of students' foreign language training within the contemporary digital space have been comprehensively re-evaluated. The analysis of linguodidactic and psycholinguistic sources has substantiated that under conditions of mass educational digitalization, the classical understanding of strategic competence as a purely linguistic compensatory mechanism requires expansion, evolving into the concept of digital communicative flexibility. This construct integrates not only the ability to minimize lexical and grammatical deficits but also the speaker's readiness to promptly overcome the specific screen barrier, adapt to the technical limitations of the media channel, and synchronize oral speech with the multimodal tools of virtual platforms to preserve their authentic authorial voice.

In view of this, the traditional technocentric approach to teaching gives way to a student-centered paradigm, at the core of which lies the concept of digital facilitation. It defines a fundamentally new role for the educator, who transforms from a linear controller into a moderator and psychological driver of virtual interaction. The key instrument of such transformation is the implementation of the facilitative approach, which — through the vectors of psychological de-escalation, interactive communication decentralization, and cognitive scaffolding — allows for minimizing students' foreign language anxiety, dismantling the "spotlight effect," and legitimizing speech risk for the sake of achieving professional goals.

The theoretical and conceptual model proposed within this study finds its practical reflection in a complex of strategies that includes the formats of innovative pitching, speech simulations with artificial intelligence systems, and the *Micro-VIVA* oral defense of performance outcomes. These formats allow for shifting the focus from controlling and evaluating the final text — which, in the era of generative AI, is easily susceptible to falsification — to assessing the actual process of spontaneous thinking in a foreign language, thereby restoring students' agency and safeguarding academic integrity. Prospects for further exploration in this direction are associated with the logical transfer of the developed model into the practical dimension of higher education through the creation of applied methodological guidelines, digital case studies, and syllabi adapted to the conditions of contemporary learning ecosystems.

References

1. Bailenson, J. N. (2021). Nonverbal overload: A theoretical argument for the causes of Zoom fatigue. *Technology, Mind, and Behavior*, 2(1). <https://doi.org/10.1037/tmb0000030>
2. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47. <https://doi.org/10.1093/applin/1.1.1>
3. Caprara, L., & Caprara, C. (2022). Effects of virtual learning environments: A scoping review of literature. *Education and Information Technologies*, 27(3), 3683–3722. <https://doi.org/10.1007/s10639-021-10768-1>
4. Godwin-Jones, R. (2024). Distributed agency in language learning and teaching through generative AI. *Language Learning & Technology*, 28(2), 5–31. <https://doi.org/10.1257/73570>
5. Hockly, N. (2023). Artificial Intelligence in English Language Teaching: The Good, the Bad and the Ugly. *RELC Journal*, 54(2), 445–451. <https://doi.org/10.1177/00336882231168504>
6. Jiang, F., & Hyland, K. (2024). Does ChatGPT write like a student? Engagement markers in argumentative essays. *Written Communication*, 41(4), 519–545. <https://doi.org/10.1177/07410883241258671>
7. Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
8. Thomas, G., & Thorpe, S. (2019). Enhancing the facilitation of online groups in higher education: A review of the literature on face-to-face and online

group-facilitation. *Interactive Learning Environments*, 27(1), 62–71.
<https://doi.org/10.1080/10494820.2018.1451897>

9. Morze, N. V., Boiko, M. A., Vember, V. P., & Buinytska, O. P. (2020). Profil vykladacha z napriamku tsyfrovoy kompetentnosti z vykorystanniam innovatsiinykh instrumentiv navchannia [Teacher profile in the field of digital competence using innovative learning tools]. *Open Educational E-Environment of Modern*

University, (Special Issue), 1–71.
http://nbuv.gov.ua/UJRN/oeemu_2020_Spetsvip._6

10. Kremen, V. H. (2023). Filosofiia liudynotsentryzmu v systemi suchasnykh tsinnosti [Philosophy of human-centrism in the system of modern values]. *Herald of the National Academy of Educational Sciences of Ukraine*, 5(1).

http://nbuv.gov.ua/UJRN/HNAESU_2023_5_1_30