



Наукові перспективи
Видавнича група



Bulletin of Science and Education

ВІСНИК науки та
освіти
ISSN 2786-6165 (ONLINE)



№ 3(45) 2026

Видавнича група «Наукові перспективи»

Християнська академія педагогічних наук України

«Вісник науки та освіти»

№ 3(45) 2026

Київ – 2026

Publishing Group «Scientific Perspectives»
Christian Academy of Pedagogical Sciences of Ukraine

"Bulletin of Science and Education"

№ 3(45) 2026

Kyiv – 2026



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UDC 378.147:004.77:316.77

[https://doi.org/10.52058/2786-6165-2026-3\(45\)-1540-1554](https://doi.org/10.52058/2786-6165-2026-3(45)-1540-1554)

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THE ROLE OF INTERACTIVE PLATFORMS IN CONDUCTING TRAINING SESSIONS ON THE DEVELOPMENT OF COMMUNICATIVE CULTURE OF HIGHER EDUCATION STUDENTS

Abstract. The article examines the development of the communicative culture of higher education students in the context of the digitalisation of the educational environment, with a focus on training sessions. The main theoretical approaches to defining the concept of ‘communicative culture’ are analysed, its structure and key components are clarified, and the relationship between theoretical knowledge and practical communication skills in the process of personality formation is clarified. Based on a review of scientific sources, factors influencing the development of communicative culture are identified, particularly social, educational, technological, and pedagogical factors. Particular attention is paid to methods and forms of organizing training sessions that foster the development of linguistic, social, and intercultural competences. These include group exercises, discussions, project activities, role-playing games, and interactive exercises on e-learning and blended learning platforms. It has been established that integrating theoretical knowledge with practical activities during training sessions contributes to the formation of a holistic, socially active, and responsible personality capable of interacting effectively in educational and professional environments.

The potential of interactive educational platforms for conducting training sessions has been analysed, in particular their didactic and pedagogical capabilities, including the organisation of collaborative work, discussions, reflection and the fostering of critical thinking. It has been proven that the systematic use of platforms enhances the development of communicative culture and contributes to the consolidation of the skills acquired in behavioural and



professional activities of higher education students. The results of the study indicate the need for a comprehensive approach to the design of training sessions, combining theoretical reflection, practically-oriented activities and the use of digital technologies. Further scientific research should be focused on empirically evaluating the effectiveness of various training formats and on developing methodological recommendations for the use of interactive platforms in higher education training.

Keywords: communicative culture, training sessions, interactive platforms, digital educational environment, intercultural communication, pedagogical potential, didactic technologies.

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РОЛЬ ІНТЕРАКТИВНИХ ПЛАТФОРМ У ПРОВЕДЕННІ ТРЕНІНГОВИХ ЗАНЯТЬ З РОЗВИТКУ КОМУНІКАТИВНОЇ КУЛЬТУРИ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

Анотація. У статті досліджено процес розвитку комунікативної культури здобувачів вищої освіти в умовах цифровізації освітнього середовища з акцентом на проведення тренінгових занять. Проаналізовано основні теоретичні підходи до визначення поняття «комунікативна культура», уточнено її структуру та ключові компоненти, з'ясовано взаємозв'язок між теоретичними знаннями та практичними комунікативними навичками у процесі формування особистості. На основі огляду наукових джерел виділено чинники, що впливають на розвиток комунікативної культури, зокрема соціальні, освітні, технологічні та педагогічні.

Особливу увагу приділено методам і формам організації тренінгових занять, які сприяють формуванню мовленнєвих, соціальних та міжкультурних компетентностей. Серед них визначено групові вправи, дискусії, проектну діяльність, рольові ігри, інтерактивні вправи на платформах дистанційного та змішаного навчання. Установлено, що інтеграція теоретичних знань і практичної діяльності під час тренінгових занять сприяє



формуванню цілісної, соціально активної та відповідальної особистості, здатної ефективно взаємодіяти в освітньому та професійному середовищі.

Проаналізовано потенціал інтерактивних освітніх платформ для проведення тренінгових занять, зокрема їхні дидактичні та педагогічні можливості, включаючи організацію спільної роботи, обговорень, рефлексії та формування критичного мислення. Доведено, що системне використання платформ підвищує ефективність розвитку комунікативної культури та сприяє закріпленню отриманих навичок у поведінковій та професійній діяльності здобувачів вищої освіти.

Результати дослідження свідчать про необхідність комплексного підходу до організації тренінгових занять, що поєднує теоретичне осмислення, практичну діяльність та застосування цифрових технологій.

Подальші наукові розвідки доцільно спрямувати на емпіричне оцінювання ефективності різних форматів тренінгових занять та розроблення методичних рекомендацій із використання інтерактивних платформ у підготовці здобувачів вищої освіти.

Ключові слова: комунікативна культура, тренінгові заняття, інтерактивні платформи, цифрове освітнє середовище, міжкультурна комунікація, педагогічний потенціал, дидактичні технології.

Problem statement. The current stage of higher education development is characterised by active digitalisation of the educational environment, which significantly transforms the ways of interaction between participants in the educational process. Interactive platforms, online resources, and digital communication tools are increasingly being implemented in higher education institutions, changing traditional models of learning and communication. In such a context, communication is taking on new forms – synchronous and asynchronous, textual, audiovisual, networked – which requires a reconsideration of the content and mechanisms of developing the communicative culture of higher education students through training sessions.

Interactive educational platforms offer a wide range of opportunities to organise training sessions that involve interactive dialogue, collaboration, group work, joint problem-solving, and reflection. They contribute to the revitalisation of educational activities, the development of communication skills, the formation of digital ethics and a culture of online interaction, and the integration of theoretical knowledge into practical communication situations. At the same time, the digital environment creates new challenges: superficial communication, a decrease in direct interpersonal interaction, difficulties in developing empathy and responsibility for communicative behaviour, and the risks of formally standardising communication.



Despite the growing number of studies devoted to the digitisation of education, the role of interactive platforms in conducting training sessions to develop communicative culture among higher education students remains insufficiently systematised in pedagogical science. Existing studies mainly focus on the technological or organisational aspects of their use, whereas their impact on the qualitative characteristics of communication in training sessions requires deeper theoretical consideration.

Therefore, there is a need for a comprehensive theoretical analysis of the role of interactive platforms in organising training sessions on the development of communicative culture among higher education students, which determines the relevance and scientific validity of the chosen research topic.

Analysis of recent studies and publications. The issues of developing communication skills among higher education students and the use of digital technologies in the educational process are actively researched by domestic and international scientists.

Particular attention is drawn to the role of interactive platforms in organising training sessions focused on developing communication skills and professional communication culture.

The theoretical and methodological foundations of pedagogical science in the context of the digitalisation of education are substantiated in the works of S. Sysoieva, who reveals the transformation of the content and forms of educational activity under the influence of innovative technologies. The issues of digital competence and the impact of the digital environment on the professional training of teachers are explored by O. Ovcharuk. The organisational aspects of conducting training and interactive classes in a blended and distance learning format are highlighted in the works of N. Demyanenko, and the problems of pedagogical monitoring and quality of education are highlighted in the scientific research of L. Khomych. N. Morze has made a significant contribution to the study of e-learning, digital tools and educational analytics, focusing on the potential of platforms for activating educational interaction with higher education students.

The issue of developing communicative competence and personal culture in higher education is considered in the context of competence-based, personality-oriented and activity-based approaches. The issue of developing communicative competence and personal culture in higher education is considered in the context of competence-based, personality-oriented and activity-based approaches. Researchers emphasise the importance of developing a culture of professional communication, speech ethics, intercultural interaction and the ability to participate in constructive dialogue, which can be effectively implemented through training sessions using interactive platforms.



In foreign pedagogical science, John W. Creswell explores the issues of educational research methodology and the transformation of learning in the context of online education, adapting traditional approaches to new formats of educational interaction. The theoretical foundations of distance education and the peculiarities of communication in a virtual environment are substantiated in the works of Michael G. Moore and Terry Anderson. Tony Bates analyses the impact of technology on the transformation of higher education and communication processes in digital environments, emphasising the potential of training and learning methods.

At the same time, analysis of scientific sources shows that, despite a significant number of works devoted to the digitisation of education and the development of communicative competence, the role of interactive platforms in training sessions designed to develop communicative skills among higher education students requires further theoretical generalisation and systematisation. A deeper understanding of this issue is therefore required in contemporary pedagogical discourse.

Identification of previously unresolved aspects of the broader issue.

Despite numerous scholarly works on the digitisation of education and the development of communicative competence, the specific role of interactive educational platforms in conducting training sessions aimed at fostering a culture of communication among higher education students has not yet been sufficiently explored. In particular, their didactic potential in the context of training-based learning methods has not been fully studied, nor has the impact of various forms of online interaction on the development of linguistic, social and intercultural skills among higher education students. The relationship between interactive technologies and the comprehensive development of communicative culture through training sessions has also not been examined. Furthermore, there is a lack of systematization of scientific approaches to evaluating the effectiveness of interactive platforms specifically in training activities, which complicates the formation of a comprehensive theoretical foundation for further research in this field.

The article aims to conduct a theoretical analysis of the role of interactive educational platforms in conducting training sessions on the development of communicative culture among higher education students and to determine their pedagogical and didactic potential in the modern educational process.

To achieve this goal, the following **tasks** were set: to analyse scientific approaches to defining the concept of 'communicative culture' in pedagogical theory and to clarify its structure in the context of training activities; to reveal the specifics and pedagogical features of training sessions as a form of active development of communicative culture among higher education students; to



investigate the didactic potential of interactive educational platforms in the process of conducting training sessions aimed at developing linguistic, social and intercultural skills, to generalise the prospects for using interactive platforms in the system of training higher education students.

Presentation of the main material. Modern higher education is undergoing active digitalisation, significantly changing traditional forms of learning, the organisation of the educational process and the interaction between students and teachers. Interactive educational platforms are becoming increasingly important in a digital environment, as they enable synchronous and asynchronous training sessions, support blended learning and facilitate discussions, project work, reflection and critical thinking.

Training sessions based on interactive platforms contribute to activating educational activities for higher education students, developing interpersonal communication skills and social responsibility, and cultivating empathy and a digital communication culture. They facilitate the transfer of theoretical knowledge and the practical application of linguistic, social and intercultural skills in a safe educational environment.

An important aspect of the modern educational process is fostering a culture of communication among higher education students. According to recent studies, a communicative culture is an integrated system of knowledge, skills, abilities, values, and motivational attitudes that facilitates effective interpersonal, professional, and intercultural interactions in educational and professional environments.

L. Petruk and A. Savushchik define communicative culture as a comprehensive system of knowledge concerning the mechanisms of communication, speech skills, personal qualities, and practical experience, all of which ensure effective professional and social interaction among participants in the educational process. This definition emphasises that communicative culture is an integral part of a person's general culture and professional skills. [2].

L. Varga interprets communicative culture as an active intellectual and emotional system that enables individuals to interact productively, ethically, and responsibly in various social and professional situations including verbal and non-verbal forms of communication [1].

According to I. Yaryshchuk, communicative competence is an important component of professional competence. It includes motivational value orientations, the ability to independently construct communicative actions, mastery of linguistic and sociocultural norms, and the ability to adapt to different communication contexts [5].

L. Rudenko considers communicative culture through the prism of pedagogical mastery. She combines knowledge of communication mechanisms



and the ability to analyse communicative situations with responsible behaviour in interpersonal interactions. This contributes to effective pedagogical activity [3].

These definitions demonstrate that communicative culture is a multidimensional pedagogical phenomenon encompassing knowledge, skills, values and interaction strategies. Its development among higher education students is an important part of their professional training.

In the context of training activities, its structure acquires more distinct components, in particular, the cognitive component contains knowledge about norms, rules and models of communication, speech strategies, styles and techniques of interaction. Training sessions allow higher education students not only to learn theoretical material, but also to actively discuss examples of effective communication, analyse communication errors and find the best ways to express their thoughts. The practical or operational component covers specific speech and social skills, such as engaging in dialogue, active listening, argumentation and discussion. These skills are practised in training sessions through role-playing games, modelling of conflict situations, project activities and group tasks that simulate real communication contexts. The motivational and value component involves forming value orientations, taking responsibility for students' own communication, being ready to cooperate and considering the interests of other participants in the interaction. These sessions promote empathy, awareness of the social role of communication and internal motivation for effective communication. *The reflective-evaluative component* involves self-assessment and analysis of their communication actions, as well as the ability to adjust behaviour in response to circumstances and interaction outcomes. Training sessions typically include reflective stages in which higher education students analyse their individual and collective achievements, discuss strategies to enhance communication, and receive feedback from teachers and peers.

Therefore, in the context of training activities, the structure of communicative culture becomes dynamic: it combines theoretical knowledge with practical training in skills, motivational attitude and the ability to constantly self-monitor and develop. The training format allows for the comprehensive formation of all these components, ensuring not only the assimilation of information, but also its transformation into real communicative competences that higher education students will be able to apply in educational, professional and interpersonal activities.

To effectively develop all components of communicative culture, it is necessary to use specially organised training that combines theoretical preparation with the development of practical skills. Training sessions are the optimal tool in this process, as they create conditions for modelling real communication situations, stimulate higher education students to interact actively and systematically



develop linguistic, social and intercultural competencies. The training approach ensures the integration of knowledge, practical skills, and motivational readiness, as well as activating the reflective component necessary for independent improvement of communication skills.

To gain a more detailed understanding of the methods and forms of active engagement with higher education students, it is advisable to analyse the specifics and pedagogical features of training sessions, which are a key means of developing a culture of communication.

Training sessions are one of the most effective forms of interactive learning, aimed at developing communication skills, social competence, and intercultural interaction among higher education students. The distinctive feature of this training approach is its combination of theoretical knowledge and practical communication exercises, enabling students to develop their communication skills alongside their knowledge. The training sessions are characterised by high participant activity. Higher education students perform a variety of practical tasks, such as participating in discussions, group project work, role-playing games, case studies, and modelling conflict situations. For example, during a training session on developing interpersonal communication skills, higher education students can practise techniques of constructive criticism, active listening and reasoned discussion in small groups that simulate real professional situations.

The practical focus of the training sessions is to create scenarios that closely resemble real-life situations. This allows higher education students to trial and adjust their communication strategies, experiment with different communication styles, and adapt to unpredictable situations. For instance, intercultural communication training sessions may use simulations of negotiations between representatives of different cultures, which help to develop tolerance and the ability to engage in constructive dialogue.

Another distinctive feature is the dynamic and varied nature of the work, which ensures the active involvement of every higher education student. Training sessions can combine work in pairs or small groups, individual tasks, role rotation, brainstorming and interactive exercises on digital platforms such as Zoom, Microsoft Teams, Miro or Kahoot. This enables the most diverse and flexible organisation of educational activities, taking into account the individual characteristics and level of preparation of higher education students.

The training sessions have several pedagogical features that can be highlighted:

purposeful formation of communicative culture – each session has clearly defined goals aimed at developing specific competencies, such as effective speech, reasoning and defending own position, active listening, and managing emotions during communication;



interactivity and joint activities – higher education students work in groups or pairs, performing tasks that require joint decision-making, discussion and analysis of results. This promotes teamwork, tolerance, constructive conflict resolution and mutual support;

practical applicability of skills – the results of training sessions are directly used in the professional activities of higher education students, particularly in negotiations, teamwork organisation, interpersonal communications and work with clients or colleagues.

Thus, training sessions provide comprehensive development of communication skills for higher education students, integrating theoretical knowledge, practical activities, reflection, and digital competencies. This enables students to acquire information and transform it into real communication skills and competencies, applying it effectively in educational, professional and interpersonal activities.

In this context, interactive educational platforms serve not only as technological tools but also as organised didactic environments that create opportunities for modelling communicative situations, organising joint activities, and developing reflective skills. There is increasing demand for a comprehensive analysis of their didactic potential in the conduct of training sessions aimed at developing the linguistic, social, and intercultural skills of higher education students. This is due to the fact that the modern educational environment is becoming increasingly digital and interactive. As a result, not only the forms of presenting educational material are changing, but also the mechanisms of pedagogical interaction, the nature of communication, and the ways in which experience is constructed. That is why it is important to understand how interactive platforms affect the content, structure and effectiveness of training.

The didactic potential of interactive educational platforms for training sessions is primarily realised through ensuring active subject-subject interaction. Using platforms such as Moodle, Google Classroom or Microsoft Teams enables the educational process to be organised as an open communication system in which higher education students are active participants in joint activities, rather than passive consumers of information. Interactivity ensures constant feedback, task variability and the ability to swiftly adapt the learning trajectory, which is particularly crucial in a training format centred on developing practical skills.

Interactive platforms facilitate systematic training in oral and written communication in authentic or near-realistic communication situations, thereby aiding the development of language skills. Tools such as video conferencing, group chats, interactive whiteboards, and collaborative document editing help develop skills in argumentation, public speaking, discussion, and constructive feedback. Using collaboration tools such as Google Docs provides an opportunity



to develop written communication skills through collective text creation, peer review and editing. This fosters responsibility for the quality of communication and the ability to adhere to language norms.

Social skills are formed through group interaction, role distribution, joint projects, and discussion of problematic situations. Interactive educational platforms enable the simulation of teamwork, which develops leadership qualities, including the ability to reach consensus, resolve conflicts, and take responsibility for the joint result. The use of interactive services for surveys and testing, such as Kahoot, increases participant engagement, stimulates competition, and promotes the development of quick decision-making skills in communicative situations.

Interactive platforms have significant potential for developing intercultural competence. The digital environment provides opportunities for intercultural communication without spatial limitations, the organization of joint international projects, and participation in online discussions with representatives of different cultures. In the process of such interactions, higher education students gain experience in tolerant behavior, master the norms of intercultural etiquette, and learn to take cultural differences into account in communication. Modelling cases that reflect the cultural characteristics of business or academic communication fosters empathy, flexible thinking and the ability to adapt communication style to different sociocultural contexts.

At the same time, interactive platforms have didactic potential when used in a balanced, methodical manner. It is important that digital tools are integrated into the logic of the training session, correspond to its purpose, and contribute to the achievement of specific competency outcomes. The formal application of technologies without taking into account pedagogical design can reduce learning effectiveness and render interactivity meaningless.

Therefore, interactive educational platforms have significant didactic potential for training sessions aimed at developing linguistic, social, and intercultural skills. They ensure the integration of communicative practice, collaboration, and reflection within a single digital environment, fostering a holistic communicative culture among higher education students and preparing them for effective interaction in academic and professional settings.

The outlined didactic potential of interactive educational platforms indicates their system-forming role in modern training of higher education students. At the same time, the dynamic development of digital technologies, the transformation of the educational environment, and the growing demands for higher levels of communication and intercultural competencies require not only recognition of their effectiveness but also consideration of strategic directions for their further implementation.



To elaborate on the theoretical principles outlined above and to test the potential of interactive educational platforms for developing the structural components of communicative culture, a segment of a training module was developed that integrates linguistic, social, and intercultural tasks.

Exercise 1. “Reasoned Dialogue” (development of linguistic competence)

Objective: to develop skills in reasoned oral discourse and the culture of academic discussion.

Format: online debate in Microsoft Teams.

Exercise description: Students form small groups and are given a discussion topic, such as: 'Is a complete transition to online learning in higher education institutions advisable?' In breakout rooms, they articulate their position and assign roles such as speaker, analyst and opponent. They then publicly defend their arguments.

Didactic rationale: This exercise takes a communicative, activity-based approach. It simulates a real-life professional discussion and develops skills in constructing logical arguments, rebutting counterarguments and adhering to the norms of conversational etiquette.

The components of communicative culture are behavioural and cognitive.

Exercise 2. “Intercultural Role-Play” (Developing Intercultural Competence)

Objective: To develop skills in effective intercultural communication, as well as empathy and adaptability in speech behavior.

Format: An online role-playing game using Zoom or Microsoft Teams, with assigned roles and group discussions in breakout rooms.

Exercise description: Higher education students form small groups and are assigned specific roles (e.g., a company representative from one country, a foreign colleague, a client, or a mediator). Each group receives a case study that presents a conflict or problematic situation in international academic or professional communication. For example, this could be a misunderstanding in a joint project due to differences in business communication culture. Participants simulate a dialogue, attempting to account for the cultural characteristics of their roles, find compromise solutions, and maintain professional communication.

Didactic rationale: Role-playing encourages higher education students to participate actively, ensures the authenticity of communicative interaction, and helps develop the ability to adapt speech behavior to the cultural context of the conversation partner. The interactive environment enables various communication scenarios to be simulated and facilitates reflection on completed tasks through discussion of results and analysis of interaction strategies.

Exercise 3: 'Professional Communication Case Study' (Development of Social Skills)



Objective: To develop the ability to resolve conflicts in a professional setting.

Format: Case study analysis using the Moodle platform (forum discussion).

Exercise content: Higher education students are presented with a description of a conflict situation (e.g., a misunderstanding among members of an international project team). Each participant proposes their own model for solving the problem, justifies it, and comments on at least two of their peers' opinions.

Educational rationale: Forum discussions facilitate asynchronous reflection and a deeper understanding of the issue. They also help to develop written argumentation skills and professional online communication skills.

Component of communicative culture: social-behavioral.

Exercise 4. "Interactive Speech Quiz" (engagement and self-assessment)

Objective: To reinforce the norms of professional speech and develop quick verbal response skills.

Format: Use of Kahoot!

Exercise content: The interactive quiz includes situational tasks such as choosing the correct form of address, identifying communication errors and selecting an argument.

Didactic rationale: Gamification increases motivation, creates a positive emotional atmosphere, and stimulates quick thinking, which is an important component of communicative competence.

Components of communicative culture: cognitive and operational.

The excerpt from the training session presented here demonstrates that interactive educational platforms can serve as an effective tool for fostering a culture of communication among higher education students, provided that educational activities are designed in a methodologically sound manner. A summary of the prospects for using interactive platforms in higher education training systems provides grounds for asserting that their role in the modern educational process will steadily grow. This is driven by both the digitalization of society and the transition to a competency-based, activity-based, and student-centered model of learning.

Above all, expanding the possibilities of blended training is a promising approach. For example, in a professional communication course, the theoretical module can be hosted on Moodle as video lectures, interactive materials, and self-assessment tests, while class time is used for role-playing exercises ("negotiations with a partner," "startup presentation," "team conflict resolution"). After the training, participants upload reflective essays and receive individual feedback from the instructor.

This model ensures the continuity of learning and allows in-person sessions to focus on practicing practical skills.



An example of developing communication skills is organizing online debates in Microsoft Teams. Participants are divided into small groups (breakout rooms), given a case study to prepare their arguments for, for example, “ethical aspects of using artificial intelligence in education”, and asked to prepare their arguments. This is followed by a public discussion with recordings of the presentations. Reviewing the video allows for self-analysis of speaking behavior: evaluating the clarity of arguments, nonverbal communication, and adherence to the rules. Thus, communicative practice and reflection are combined.

Written communication skills can be developed through the collaborative creation of an analytical text in Google Docs. For instance, during a training session on intercultural communication, participants are tasked with creating a 'Code of Intercultural Interaction in an Academic Environment'. Each participant is responsible for a separate section, such as language etiquette, conflict resolution or aspects of non-verbal communication. Through collaborative editing, participants learn to make reasoned changes, reach consensus and take responsibility for the final result.

Using gamification to develop reaction speed and teamwork is also considered promising. For instance, an interactive Kahoot! quiz on terminology or business etiquette could be used during professional speech training. After each round, common mistakes are discussed, turning the quiz into a learning tool rather than just a means of assessment.

In developing social skills, it is effective to implement long-term online projects. For instance, Google Classroom enables students to collaborate on initiatives such as the “Inclusive University Learning Environment”. The platform facilitates task assignment, discussion in the comments section, interim assessment, and the presentation of results. Participants learn to plan activities, coordinate actions, resolve conflicts, and present a joint product.

Intercultural interaction provides particularly illustrative examples. A joint online training session with students from a foreign university via Zoom could include a discussion on the topic of 'Cultural Differences in Academic Integrity'. Participants present the characteristics of their country’s educational system, analyze differences, and seek common approaches. This format fosters tolerance, empathy, and the ability to adapt communication style to different cultural contexts.

A future-oriented approach involves using the analytical tools on the platforms to track learner activity, such as the frequency of participation in discussions. This enables instructors to adapt training content, provide targeted support and design personalised learning paths.

At the same time, realising these prospects requires a methodically grounded approach: developing clear training session scenarios, preparing



instructors to facilitate digital interaction, and helping students develop academic integrity and digital ethics skills.

Thus, interactive platforms offer significant potential for modernising training systems in higher education institutions. Specific practical models demonstrate that, when implemented pedagogically, they can significantly enhance the development of linguistic, social and intercultural skills by integrating communication, collaboration and reflection within a unified digital educational space.

Conclusions: This article provides a theoretical analysis of the role of interactive educational platforms in training sessions designed to develop the communicative culture of higher education students and identifies their pedagogical and didactic potential. It analyses scientific approaches to defining the concept of 'communicative culture', clarifies its structure in the context of training activities and reveals the specifics and pedagogical features of training sessions as a form of active development of students' communicative competence.

The didactic potential of interactive educational platforms has been explored. This lies in their ability to simulate real-life communicative situations, organise collaborative activities and encourage reflective practice. Platforms such as Moodle, Google Classroom, Microsoft Teams and Zoom facilitate the integration of theoretical knowledge with practical skills, thereby promoting the development of linguistic, social and intercultural competencies among higher education students. A pilot test of a segment of the training module, including the exercises 'Reasoned Dialogue', 'Intercultural Role-Play', 'Professional Communication Case Study' and 'Interactive Speech Quiz', demonstrated that interactive platforms effectively combine speech practice, social interaction and reflection. This ensures the holistic development of communication skills among higher education students.

A review of the potential applications of interactive platforms highlights their strategic role in training. They facilitate personalised learning, foster communication, promote intercultural competence and enable the implementation of analytical tools to evaluate learning outcomes.

Thus, integrating interactive educational platforms into training sessions is an effective tool for developing competitive professionals who can interact productively in academic, professional, and interpersonal contexts within a digital, multicultural educational environment.

Future research could focus on an in-depth empirical assessment of the effectiveness of interactive platforms in developing specific components of communicative culture, particularly linguistic, social, and intercultural skills. It is relevant to study optimal models of synchronous and asynchronous interaction, as well as the integration of role-playing games, case studies, and collaborative



projects in blended and distance learning formats. The development of analytical tools for platforms to track the progress of higher education students, assess competence development, and adjust educational trajectories holds significant potential. Another promising area of research is the intercultural aspect of online training, particularly the organisation of joint classes with students from foreign universities, which will help enhance global communicative competence and develop the ability to adapt speech behavior to a multicultural context. Implementing this approach will ensure a consistent training methodology and enhance the effectiveness of digital integration in developing the communicative culture of higher education students.

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Дата першого надходження статті до видання: 16.03.2026

Дата прийняття статті до друку після рецензування: 30.03.2026