

**DIGITAL PLATFORMS AND FOREIGN LANGUAGE COMMUNICATIVE  
COMPETENCE IN DISTANCE LEARNING**

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The digital transformation of education is one of the most significant trends in the development of modern society. It affects all levels of the education system and is particularly noticeable in higher education. The active introduction of information and communication technologies, online resources, and digital platforms is changing traditional approaches to the organization of the educational process, teaching methods, and forms of learning. As G. Kessler notes, modern technologies are becoming an integral part of language education and are influencing both the content of teaching and the role of teachers and students in the learning process (Kessler, 2018).

In today's world, higher education is increasingly using digital technologies and distance learning formats. This is due to globalization, the development of international cooperation in education, pandemics, military conflicts, and the growth of academic mobility. In such conditions, distance and blended learning are seen not only as a temporary alternative to traditional learning, but also as a sustainable educational format. According to N. Hockly, the combination of online and offline forms of learning allows for greater flexibility in the educational process and makes it more focused on the needs of learners (Hockly, 2018).

The study of foreign languages is becoming particularly relevant in the digital educational environment. Proficiency in a foreign language is an important prerequisite for professional development, participation in international educational programs, and successful communication in the global space. Researching the issue of foreign language learning personalization, K. Kugai notes that today, foreign language proficiency is not only expands opportunities for personal and professional development, but also promotes mutual understanding between cultures and supports international relations [2, c. 92].

At the same time, traditional methods of teaching foreign languages are not always effective in distance learning. This requires the search for new approaches and technologies aimed at developing students' communication skills using digital platforms.

The advantages of digital platforms include expanding opportunities for organizing the learning process, stimulating communication practice, and creating conditions for individual learning. They provide access to authentic materials, enable interaction between students and teachers, and contribute to increasing motivation to learn foreign languages. At the same time, as Kessler emphasizes, the use of technology in education must be accompanied by

methodological reflection and pedagogical justification, otherwise its effectiveness may be reduced (Kessler, 2018).

The purpose of this work is to analyze the role of digital platforms in the formation of foreign language communication skills among students of higher education institutions in the context of distance learning.

#### *Distance learning and digital platforms in higher education*

Distance learning is a form of organizing the educational process in which interaction between participants takes place remotely using information and communication technologies. This form of learning provides flexibility in terms of time and space, as well as expanding access to educational resources.

In higher education, distance learning is usually implemented using digital educational platforms that combine learning materials, communication tools, and assessment tools. The most common platforms include Moodle, Google Classroom, Microsoft Teams, and Zoom. In addition, specialized language platforms and mobile applications such as Duolingo are actively used in the process of learning foreign languages. Such tools form a unified digital educational environment within which various types of educational activities are implemented.

#### *Communicative competence in a foreign language as the goal of language education*

The main goal of foreign language teaching is to develop communicative competence. According to the concept of communicative language teaching developed by J. Richards, language learning should be aimed primarily at developing the ability to use language in real communication situations, rather than just learning grammatical rules (Richards, 2006). Communicative competence includes linguistic knowledge, the ability to take into account the social context of communication, and the ability to effectively convey and understand the meaning of statements.

According to Ju. Bondarchuk and K. Kugai “Communicative competence is the ability to communicate in order to understand. This competence includes mastering languages and ways of interacting with people, skills of a group work” (Bondarchuk, & Kugai, 2025, p. 26).

In the context of distance learning, the development of communicative skills requires the creation of a learning environment that encourages the active use of a foreign language. It is important to ensure regular language practice, interactive communication, and timely feedback. Digital platforms provide ample opportunities for implementing a communicative approach in an online format, which meets the modern requirements of language education (Richards, 2006).

3. The role of digital platforms in the formation of communicative competence in a foreign language

Digital platforms play an important role in the development of all types of speech activities: speaking, listening, reading, and writing. The use of audio and video materials, online discussions, video conferences, and chats contributes to the development of oral speech and listening comprehension skills in a foreign language. Such forms of work allow you to simulate real communicative situations and bring the learning process closer to natural language communication.

Asynchronous forms of work, such as forums, blogs, and written assignments, contribute to the development of writing skills, as well as the formation of independent work and reflection skills. In accordance with the ideas of blended learning described by N. Hockly,

the combination of synchronous and asynchronous forms of activity increases the effectiveness of learning and ensures more active student participation in the learning process (Hockly, 2018).

In addition, digital platforms enable the use of communication-oriented teaching methods, including project work, practical assignments, and elements of blended learning. Students can work in groups, participate in joint projects, and solve communication tasks, which helps to develop their motivation and responsibility for learning outcomes.

An important advantage of digital platforms is the ability to personalize the learning process. Teachers can take into account each student's language proficiency level, adapt assignments, and provide personalized feedback. Thanks to technological advances, personalization of the educational process, tailored to the needs of each learner, is becoming increasingly accessible. It opens up new opportunities for improving the effectiveness of learning and the motivation of students [1, с. 9].

This approach is also consistent with modern ideas about the role of technology in language education, where digital tools are seen as a means of support rather than a replacement for pedagogical interaction (Kessler, 2018).

Thus, the use of digital platforms in the process of distance learning of foreign languages is an effective means of developing students' communicative competence. They contribute to the creation of an interactive educational environment, the activation of communicative activity, and the implementation of modern methodological approaches. Prospects for further research are related to the analysis of the effectiveness of specific digital tools and the development of methodological recommendations for their integration into the higher education system.

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