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## Project-oriented teaching during learning ukrainian as a foreign languages: development of students' communication skills

### Enseñanza orientada a proyectos durante el aprendizaje del Ucraniano como lengua extranjera: Desarrollo de las habilidades comunicativas de los estudiantes

**Larysa Bidenko**

 <https://orcid.org/0000-0001-9128-5678>


Sumy State University, Ukraine.

**Liudmyla Diachuk**

 <https://orcid.org/0000-0002-0076-5236>


University of Mons, Belgium.

**Halyna Lotfi Ghahrodi**

 <https://orcid.org/0000-0001-6713-9056>

Ivan Ziaziun Institute of Pedagogical Education and Adult Education of the NAES of Ukraine, Ukraine.

**Oksana Krymets**

 <https://orcid.org/0000-0002-8401-3540>

National Technical University "Kharkiv Polytechnic Institute", Ukraine.

**Svitlana Cherniavska**

 <https://orcid.org/0000-0002-9438-6965>

National Technical University "Kharkiv Polytechnic Institute", Ukraine.

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#### Abstract

Perception of professional information is possible due to orientation to different sources that are related to foreign language learning. The study aims to determine the peculiarities of the development of communication skills of students through the use of project-oriented teaching of Ukrainian as a foreign language. Ensuring the development of the set purpose was possible due to the use of the methods of analysis, observation and estimated efficiency coefficient, effect level coefficient, Student's coefficient. Project-oriented approaches to education, oriented to the development of communication skills were developed during the study. They were based on dubbing the disciplines in two languages, formation of theoretical language knowledge, and development of dialogue communication and writing skills. The most positive role of the selected project-oriented teaching was found using SWOT analysis. The practical significance of the work provides for the possibility of the use of developed approaches to studying Ukrainian as a foreign language for the possibility of obtaining communication skills. The perspective of the



study will be oriented towards a comparison of the influence of project-oriented studying of students of different ages with consideration of their possibilities at the beginning.

**Keywords:** Bilingualism, language knowledge, communication skills, dialogue communication, interactive technologies, active student interaction.

## Resumen

La percepción de la información profesional es posible gracias a la orientación a diferentes fuentes relacionadas con el aprendizaje de lenguas extranjeras. El estudio tiene como objetivo determinar las peculiaridades del desarrollo de las habilidades comunicativas de los estudiantes mediante el uso de la enseñanza orientada a proyectos de ucraniano como lengua extranjera. Asegurar el desarrollo del propósito establecido fue posible gracias al uso de los métodos de análisis, observación y coeficiente de eficiencia estimado, coeficiente de nivel de efecto, coeficiente de Student. Durante el estudio se desarrollaron enfoques educativos orientados a proyectos, orientados al desarrollo de habilidades comunicativas. Se basaban en el doblaje de las disciplinas en dos idiomas, la formación de conocimientos lingüísticos teóricos y el desarrollo de las habilidades de comunicación y escritura en el diálogo. El papel más positivo de la enseñanza orientada a proyectos seleccionada se constató mediante el análisis FODA. La importancia práctica del trabajo prevé la posibilidad del uso de los enfoques desarrollados para el estudio del ucraniano como lengua extranjera para la posibilidad de obtener las habilidades comunicativas. La perspectiva del estudio se orientará hacia la comparación de la influencia del estudio orientado a proyectos de estudiantes de diferentes edades teniendo en cuenta sus posibilidades al principio.

**Palabras clave:** Bilingüismo, conocimientos lingüísticos, destrezas comunicativas, comunicación dialogada, tecnologías interactivas, interacción activa de los alumnos.

## 1. Introduction

Development of the language and cultural variety affects societal change, which is related to additional mobility and communication. Such approaches contribute to the formation of new possibilities for students, which is reflected in self-organisation and self-education. Therefore, current changes should be considered in students' training, which stipulates the relevance of the article.

Qualitative mastering of the studying materials can be achieved through understanding and ensuring active communication with a lecturer and other students (Akhmetova et al., 2023). This approach may be especially expressed due to training foreign citizens. Therefore, lecturers should ensure the development of communication skills, which provides for free communication in foreign languages, during education. Traditional education does not ensure a deeper approach to language studying for foreigners (Mukhtarkhanova et al., 2023). Different project approaches, educational games, and discussions, which contribute to the development of oral and written communication, are more frequently used to ensure qualitative education (Khalilia et al., 2023). It is important to ensure both theoretical and practical development of language knowledge. Obtaining a high level of specific knowledge is possible by ensuring the qualitative inclusion of foreign languages into practical training. In the teaching-learning process, communication skills ensure effective communication, which allows achieving professional competence formation. Communication skills enable ensuring perception of the actual information, and coordination of the received knowledge, which affects achieving certain results (Alhabdan, 2021; Handzilevska et al., 2023). Knowledge of a relevant theme, which influences professional skills formation, may be expanded using communication skills. The efficiency of such an approach depends on the selected educational approach and the teacher's competence.

It is possible to ensure the development of communication skills during foreign language study through the understanding of studying materials, ensuring grammar accuracy (Slipetska et al., 2023). Such an approach allows excluding even minor mistakes. Formation of correct pronunciation, which contributes to accurate perception of the information heard, and motivation for the perception of new information are also important. The common projects of communication skills development and linear and integrative. The linear project provides for the preliminary development of communication competence before obtaining professional knowledge (Tedeneke, 2022). The integrative project foresees the development of communication skills directly during education, which forms communication competence (Alrashidi, 2022). Foreign language mastering should be based on the development of communication skills, which can be realised through authentic materials use. Hence, it is necessary to ensure an individual approach to education, which contributes to the use of the mother language of students and the perception of studying materials due to foreign language use. The interaction of two languages during education (bilingualism) enables ensuring qualitative perception of studying materials (Saito et al., 2019; Al-Hawamleh et al., 2022). The use of language models enables ensuring not only foreign language improvement but also studying materials mastering. Project-oriented studying allows ensuring a new form of information presentation to achieve higher professional results (Zavarueva et al., 2022).

The theoretical grounds of the presented theme allowed us to determine that many studies are oriented on the necessity of forming communication competence. It is worth noting that studies consider not only the development of linguistic competence but the system of education in general. The study aims to ensure the development of communication skills of students through the use of project-oriented teaching of Ukrainian as a foreign language.

Study tasks, set to achieve the presented aim, were:

- development of the approaches to project-oriented education of students with the purpose of studying Ukrainian language as a foreign language for the development of communication skills;
- determination of the level of obtained communication skills of students, using calculation of the efficiency coefficient;
- determination of the study elements, which according to the students were the most influential on the development of communication skills;
- use of SWOT analysis to determine the advantages and disadvantages of the developed project-oriented education.

## 2. Literature review

Globalisation processes influence the necessity of the development of communication skills, which provides for communication not only in native but also foreign languages. To develop communication skills, it is above all necessary to ensure the elimination of the existing problems in education and form strict practical strategies for the development of intercultural communication among students (Zhylin et al, 2023).

Ensuring the development of communication skills in European countries is possible through the formation of interest in the teaching-learning process in students. Professional training should foresee education perception, orientation to students, development of competencies of disciplines integration, and ensuring teamwork. It is necessary to focus on teaching-learning process planning, excluding fear in foreign language learning (for example, public speeches) (Ciuciulkiene et al., 2023). Ensuring an intercultural approach to language learning is possible due to information literacy ensuring. Joint educational space enables ensuring the development of the learning activity and communication competence. Such an approach enables ensuring information exchange, which affects practical skills mastering in the process of studying. Ensuring feedback in the teaching-learning process provides for achieving higher results.

Learning Thai as a foreign language should be based on additional study of Thai culture. Herewith, ensuring development of the communication competence is possible due to digital education, excluding focusing on only traditional textbooks. Intercultural communication can take place due to intercultural expansion, which is related to the use of international programs. It is also necessary to orient to continuous education and ensure a balanced approach (Pimpuang et al., 2023). Foreign language studying can be related to the use of a creative approach, which ensures the development of foreign language communication skills. During the process of studying, it is necessary to ensure the specific algorithm of evaluation of the level of knowledge efficiency of students and develop creativity. The creative approach can be realised by ensuring the performance of creative tasks. First, it is necessary to ensure the study of the theoretical framework, which enables concentration on important social issues, which contribute to communication development (Byram et al., 2023). An effective approach is foreign language studying is the use of mobile and sensor technologies, as it contributes to constant communication between students. The highest results can be achieved by ensuring personal and context support. Digital technologies enable ensuring situated learning, which affects ensuring qualitative communication practice. The process also manifests in the facilitated perception of theoretical material and students' interaction (Hsu & Liu, 2023a).

Ensuring profession-oriented foreign language studying is possible due to ensuring focus on practical activity. Within teaching, it is necessary to ensure a combination of lexical-semantic groups and professional terminology, which facilitates studying materials and memorising. While teaching, it is important to ensure the consistency of material presentation, which contributes to professional information mastering. It is possible to ensure a more oriented approach to education with the use of digital technologies (Antufieva et al., 2023). Information and communication technologies shall be used for the development of communication skills of students. They contribute to the optimization of the teaching-learning process and ensure detailed analysis of information and its presentation (El Khaymy, 2023).

The literature review showed that the formation of communication skills during foreign language studying is a common issue for the research. Still, gaps in the research are related to the absence of the use of various approaches within one studying process for determination of their efficiency. The possibility of learning Ukrainian as a foreign language is also an understudied issue, as the main focus is given to the English language.

### 3. Methods

#### *Study procedure*

The first stage of the study was directed at the development of the project-oriented approach to learning the Ukrainian language as a foreign language. Ensuring the search for non-standard learning mechanisms, which are directed at professional skills development and communication development was provided. The second stage of the study was oriented to the determination of the level of communication skills obtained by students. It foresaw the determination of advanced, intermediate, pre-intermediate and elementary knowledge levels. The second stage of the study was directed at the determination of project-oriented approaches, which had the largest effect on the development of communication among students. The third, final, stage of the study aimed at determining the advantages and disadvantages of project-oriented teaching which was presented within the study. The results were presented with the use of SWOT analysis.

#### *Sampling formation*

Sampling formation provided for the engagement of 169 second-year students in higher educational institutions in Ukraine. Students were representatives of Sumy State University and National Technical University 'Kharkiv Polytechnic Institute'. Students did not have a speciality and studied different majors (economic, philological, pedagogical). The main condition of students engaging was being a foreigner, for

whom Ukrainian was a foreign language. Respondents were representatives of Kazakhstan, Poland, Slovakia, and the Czech Republic, who studied in Ukraine. In the beginning stage, the authors planned to engage students in the 4th-5th year of studying. However, these students have already formed their knowledge of a foreign language, which could be incorrectly reflected in the study results.

### Methods

For the development of project-oriented studying approaches, the authors first studied available non-standard learning mechanisms. The authors excluded the development of a specific educational program for students, as they studied in different departments and chairs. The possibility of the use of non-standard approaches to learning the Ukrainian language as a foreign language was emphasised. The process of studying foresaw ensuring the use of digital technologies, which were selected among 50 different applications. The selection process included familiarising with the theoretical peculiarities of applications, which included their compatibility with the developed project-oriented approach. During the study, studying was not limited to learning Ukrainian as a foreign language exclusively. The possibility of its use while studying other disciplines was also considered.

The use of observation methods by the lecturers was foreseen to determine the level of communication skills obtained by students. This enabled the comparison of the beginning level of the communication skills and the level achieved after 6 months of studying. The data received from lecturers were used to calculate the efficiency coefficient, developed by the authors of the study:

$$c^i = j^i \sum_{i=1} \frac{l_i + y_i}{l_i}, \quad (1)$$

$j^i$  – conditional grade for the possibility of free discussion of the class theme by students;  
 $y_i$  – conditional grade for solving specific situations during the teaching-learning process;  
 $l_i$  – grade for studying material perception and the possibility of varying it.

Determination of the most influential studying approaches, which affected the development of communication skills was conducted by students. The students were offered to use Thurstone-type scales, which provided evaluation with grades from 1 to 5 to project-oriented approaches, which facilitate communication formation. The students had to describe why a certain parameter was more influential than others. Such an approach contributed to ensuring the validity of the results, which excluded receiving incorrect data. Students' data were collected using electronic mail, which enabled tracing information receipt from all students. The received results were used for the calculation of the efficiency level coefficient, developed by the authors of the study:

$$b^n = \frac{r^n + l^m}{0,5 * s^n}, \quad (2)$$

$r^n$  – level of certain studying approach perception by the students  
 $l^m$  – difficulty of material learning with the use of the selected studying approach  
 $s^n$  – the possibility of a separate studying approach, use not only for learning the Ukrainian language as a foreign language, but also for studying other disciplines.

SWOT analysis was used to determine the advantages and disadvantages of project-oriented studying.

SWOT analysis is a subjective method, which excludes any calculations, but is based on actual statements, which contribute to it. This method includes Strengths, Weaknesses, Opportunities, and Threats. The study

of certain aspects has both advantages and disadvantages. The use of SWOT analysis enables the determination of the advantages of one parameter over the others.

### ***Data analysis***

Conducted calculations were also confirmed by relevant statistical calculations of the Student's coefficient (Sahrim et al., 2023). The use of the Student's coefficient enabled ensuring substantiated confirmation of the received data. Additional calculations were conducted to determine the level of communication skills obtained by students and the most influential studying approaches. The calculation of the Student's coefficient provides for parameters ratio, if the value does not exceed table one (is equal to 1,895).

$$t = \frac{M_1 - M_2}{\sqrt{m_1^2 + m_2^2}} \quad (3)$$

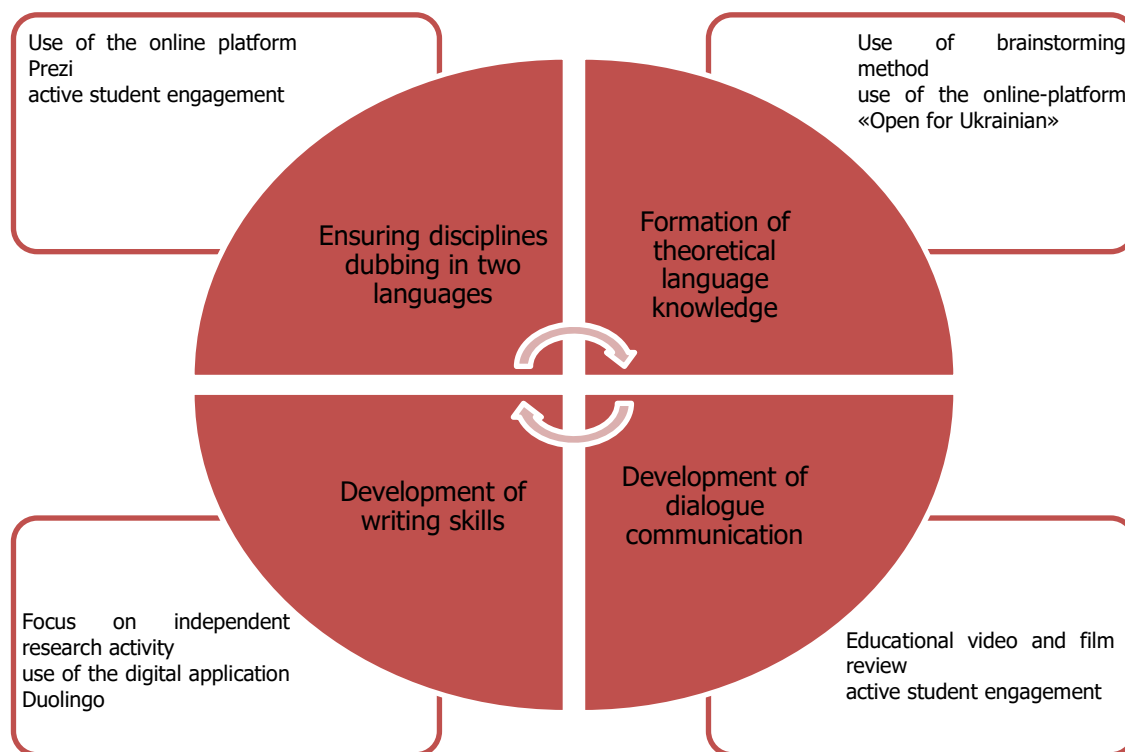
$M_1, M_2$  – average divergence of parameters;  
 $m_1, m_2$  – average deviation of parameters for comparison.

### ***Ethical criteria***

Ethical norms included compliance with the accuracy of the information provided, which excluded presenting information, unrelated to the study. The authors confirm the credibility of the received data, which was confirmed with the relevant calculations (National Research Ethics Committees, 2019).

## **4. Results and discussion**

The authors have developed a project-oriented approach for the development of communication skills as a result of learning Ukrainian as a foreign language. Project-oriented approach lies in the use of a non-standard approach to studying, considering the combination of native and Ukrainian language as a foreign one (Figure 1).



**Fig. 1.** Project-oriented approach for learning Ukrainian language as a foreign language.

During the studying process, ensuring the creation of the linguistic environment which involves dubbing of all disciplines in two languages was provided. Bilingualism was used to ensure an understanding of educational information, which enabled ensuring deeper understanding of the specific theme. For this, the interactive technologies use, which facilitates the meaningful perception of information, was foreseen. The use of the online platform Prezi enabled ensuring active student engagement in studying, and teamwork, which affects development of the communication competence. Presentation displaying in two languages and their commenting in Ukrainian was oriented on ensuring better information perception, which contributes to its learning. The use of the research method, which lay in additional information search, which contributes to the profound study of the theme was provided in the teaching-learning process. Paying detailed attention to the issue influences the absence of the necessity of intentional terminology memorising, which excludes conscious theme perception.

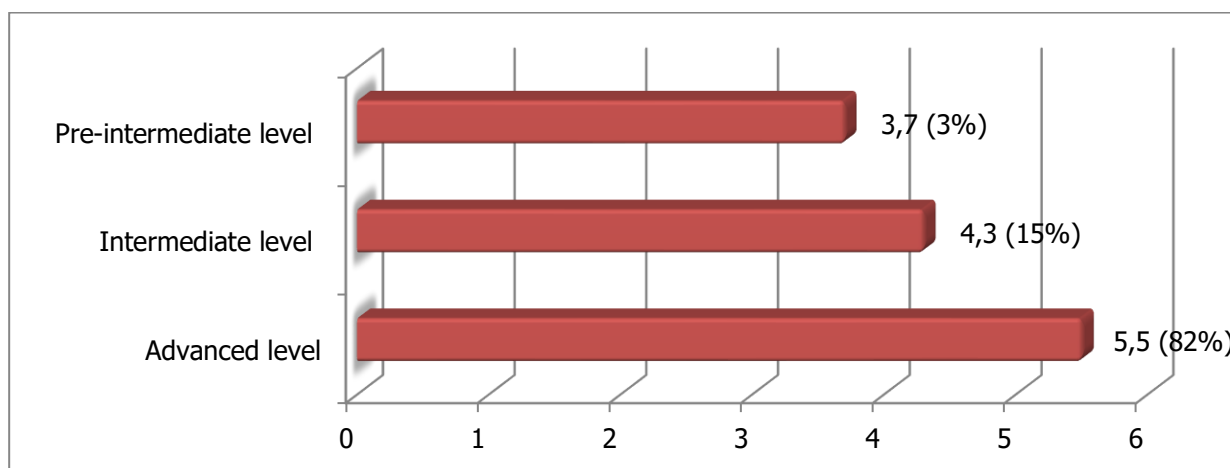
Formation of theoretical language knowledge involves studying rules, which manifests in understanding peculiarities of the formation of words, morphological and word-composing materials. The studying process also involved ensuring syntactic material studying. It was also directed at studying approaches to composing simple and complex sentences. Formation of theoretical language knowledge involved the development of interaction between students, which foresaw discussing the studied material. The use of the brainstorming method contributed to discussing studying materials, which facilitated students' socialisation and meaningful perception of the studying materials. The online platform 'Open for Ukrainian' was used to enhance the quality of theoretical language knowledge. The platform's use enabled ensuring the use of audio recordings, presentations, and quizzes for better visual information perception.

The development of dialogue communication involved the interaction of students with each other and influenced the solution of the programmed situation. Dialogue communication involved video and film review, which contributed to the development of documentation and dialogue thinking. The approach

affected ensuring logical thinking in the process of interaction with other students and lecturers, which facilitated learning the Ukrainian language. This enabled an understanding of professional terminology and communication on a separate social theme. While studying students could receive feedback which affected motivation in learning a foreign language. Dialogue communication was focused on the possibility of practical application of the received knowledge. Dialogue communication was directed at ensuring grammar accuracy in a foreign language environment, which contributes to understanding language rules. Dialogue communication ensures the possibility of own opinion expression, using standard specific language means.

The other important element was the development of the writing skills of students, which involved the development of creative skills. The use of independent research activity for studying a particular theme was involved during studying. In this stage of studying their realisation was oriented on writing compositions on the studied theme. Herewith, it is worth considering consistency and logic of writing, considering following language rules. Development of writing skills was oriented on ensuring skills of mastering different information for the possibility of ensuring free variation in the Ukrainian language by students. This allowed students to correctly understand the meaning of every word and use it depending on the context. Development of writing skills is of significant importance for practical knowledge formation, which is reflected in communication skills, based on the correct word usage. Digital application Duolingo, which provided learning Ukrainian language as a foreign language was also used in the studying process. The studying process has a game form, which motivates students to new achievements.

Final control of the students enabled determining the level of communication skills achieved by students. The results were received after five months of studying (Figure 2).



**Fig. 2.** The level of communication skills of students, which were formed in the studying process, t: advanced - pre-intermediate: 1,954; advanced - intermediate: 2,037; pre-intermediate - intermediate: 1,821.

The students were found to achieve an advanced level of communication skills, which was observed in free communication in the studying process and interpersonal communication. This also affected thinking flexibility, ability to work in a team, and confidence in education. An advanced communication level was achieved by understanding professional information and the ability to vary it. Students' initiatives, which influenced professional knowledge expansion, contributed to this. This also manifested in the possibility of communication skills application during public speeches, expressing opinions and keeping the conversation. Students also developed listening skills, which allowed them to correctly perceive studying materials.



Pre-intermediate level of communication skills of students was achieved due to the possibility of solving the task set by a lecturer, with his support in certain stages. At the same time, students took initiative while studying.

An intermediate level of communication was achieved among students, who could not freely express their thoughts, which influenced their inner self-disclosure. Such students also did not actively participate in discussions.

The element of project-oriented teaching which influenced the development of communication skills the most was also studied during the study (Table 1).

**Table 1.**

*Determination of the most influential element of project-oriented teaching on the development of communication skills*

Element of project-oriented studying	Influence level	Student's coefficient
<b>Interactive technologies use</b>	3,6	Interactive technologies use - Active student engagement: 0,938 Interactive technologies use - brainstorming: 0,817 Interactive technologies use - independent research activity: 0,842 Interactive technologies use - video and film review: 0,759
<b>Active student engagement</b>	3,7	Active student engagement - brainstorming: 0,861 Active student engagement — independent research activity: 0,863 Active student engagement — video and film review: 0,979
<b>Brainstorming</b>	3,3	Brainstorming — independent research activity: 0,731 Brainstorming — video and film review: 0,894
<b>Independent research activity</b>	3,3	Independent research activity — video and film review: 0,927
<b>Video and film review</b>	3,4	

During the study, we found that all the elements of project-oriented studying influenced the development of communication skills. A partial advantage was observed in the mechanism of active student engagement, as the presented mechanism contributed to the meaningful approach to information learning and understanding foreign languages.

Interactive technology use also has advantages, as it contributes to the elimination of gaps in knowledge due to constant knowledge evaluation. Interactive technologies ensure visual information perception, using bilingualism methods. Interactive technologies are a qualitative studying element, which contributes to active engagement in the studying process, work on the studying project, teamwork, etc.

Educational video and film review contributed to the development of communication skills, as it ensured the use of bilingualism approaches. This enabled a meaningful approach to the perception of the Ukrainian language as a foreign language, which expanded the possibilities of its use.

Independent research activity and brainstorming methods have approximately similar influences on communication skills formation. This is related to the possibility of solving different tasks, which involve active interaction of students with each other and lecturers. These approaches also reflected in the formation of creative thinking, which enabled enhancing the professional competence of students.

In the final stage of the study advantages and disadvantages of project-oriented teaching of the Ukrainian language as a foreign language were found. The results were received due to the use of SWOT analysis (Table 2).

**Table 2.**

*Analysis of project-oriented teaching of Ukrainian language as a foreign language on the basis of SWOT analysis*

<b>Strengths</b>	<b>Weaknesses</b>
Contributes to a more detailed study of a certain theme Ensures active interaction between the students Contributes to the use of innovative studying approaches The use of bilingualism while teaching students leads to better material mastering.	Necessity of Active student engagement in the studying process Use of a large period of time for one theme preparation Student's passivity in relation to new material perception
<b>Opportunities</b>	<b>Threats</b>
A student forms skills of free communication in the professional sphere based on the studied material. It contributes to revealing the creative potential of students, which affects fluency in professional material.	The absence of mechanisms of lecturers training to ensure a qualitative studying process. The absence of knowledge of a certain aspect of a foreign language, that influences correct language understanding.

Study results show that the use of project-oriented studying has a positive influence. Present weaknesses and disadvantages can be eliminated by ensuring a substantiated approach to planning both the teaching-learning process and a separate theme. The positive role of such an approach lies in ensuring the possibility of expanding knowledge in a separate discipline, orienting on foreign language studying. This enabled the perception of educational information from different resources.

An authentic educational environment can be used to ensure learning English as a foreign language. It can be realised with the use of augmented reality technologies. These technologies contribute to ensuring multi-modal support, which satisfies the individual needs of students. According to the developed study program, the focus was on the development of communication skills. The studying materials should be related to a combination of educational theories (Hsu et al., 2023b).

The use of mass open online course enabled interaction between students, which facilitates solving specific tasks. The process of studying involved ensuring a more profound study of the theme, which involved the use of digital technology Selenium. The depth of the theme learning influences the use of new technology, which contributes to studying efficiency (Li et al., 2023). The use of games ensures the learning of a foreign language, as it facilitates and influences cultural awareness. The positive role of the gaming approach is related to expanding the vocabulary through active cooperation. The process ensures the development of students' motivation, which ensures critical thinking formation. The game format ensures the development of situational exercise, which affects the possibility of new material memorising and active participation of students (Diachenko et al., 2022). Interactive technologies in education were used in our work. The focus was also made on dubbing disciplines in two languages, the formation of theoretical language knowledge, and the development of dialogue communication and writing skills.

As the result of a comparison of individual pedagogical and social normative education, the advantages of the second were found. Orientation to socialisation ensures the development of communication skills. Communication skills ensure easy interaction with other students, which contributes to a better understanding of the studying materials. It also enables ensuring the clarity of one's own opinion expression, which provides thinking flexibility (Herrmann-Israel & Byram, 2023). Ensuring foreign language learning is possible due to orientation towards information, which reflects folk nature. Their efficiency lies in the formation of the correct communication strategies, which affects expression and diction. For example,

studying tales contributes to learning different phrases, which facilitates the memorization of new words. Such an approach also affects the understanding of linguistic values (Pimpuang & Yuttapongtada, 2023). The principles of integrated education became common in different countries of the world, which has ensured the development of communication competence while learning a foreign language. Integrated education ensures the development of cognition and foreign culture. Cognitive skills contribute to a more detailed understanding of disciplines, which is related to social factors (Campillo-Ferrer & Miralles-Martínez, 2022). In the presented works, the focus of the studies was on ensuring integrated studying, which affects the understanding of a foreign language. In our work, we found not only the advantages of such studying but also determined the weaknesses in the teaching-learning process.

Learning Ukrainian as a foreign language causes the biggest difficulties in mastering phonetic aspects of the language for Chinese students. The results are related to different typologies of Chinese and Ukrainian languages, which manifests in the wrong pronunciation of Ukrainian sounds. To eliminate difficulties, the authors have developed the program, which contributed to the automation of studying, which provided for studying the rhythmic theory and socio-cultural peculiarities (Morhunova et al., 2023). Competence-oriented studying ensures the development of communication skills due to rethinking approaches to foreign language teaching. The use of a situated approach in studying ensures the creation of real-like situations for students. This is reflected in interaction with representatives of different cultures, which affects the development of communication competence (Red'Ko et al., 2023).

Comparison of published articles with our work demonstrated significant differences in the studied material. The published works were mainly directed at the use of digital technologies in education or orientation toward cultural differences, which contributes to learning new words. The efficiency of the developed project-oriented approach to learning the Ukrainian language as a foreign language for the development of communication skills was determined in our work. Based on the specific studying approaches, the influence of the most significant factors on communication skills formation was determined. The strengths and weaknesses of the proposed approach were detected using SWOT analysis.

### ***Limitations***

Limitations of the work are related to the engagement of the students of only one year to the study. This does not allow tracing the dynamics of the influence of developed project-oriented mechanisms on the formation of communication skills among different groups of students. However, limitations are not significant under the conditions of this study. Participation of students of different specialities in the study enabled receiving correct data concerning the efficiency of the study for the development of communication skills.

### ***Recommendations***

Project-oriented studying ensures a positive influence on students, as it considers their previous knowledge and possibilities. Such an approach on the basis of different mechanisms has a positive influence on the achievement of the required knowledge level. This affects students' motivation to study.

## **5. Conclusion**

The previously presented aim was achieved by the authors in the process of the study. The development of project-oriented approaches to learning the Ukrainian language as a foreign language enabled studying their efficiency for the development of communication skills. The process of studying provided for the dubbing of all disciplines in two languages. The use of the online platform Prezi contributed to the conduction of this stage of the study, which influenced the meaningful perception of the theme. The formation of theoretical language knowledge was oriented on learning language rules and the development

of interaction between students. The development of dialogue communication ensured the possibility of expressing one's own opinion, with consideration of grammar accuracy in foreign language communication. Writing skills development was formed in particular by the use of the Duolingo application. This expanded practical knowledge in foreign language competence.

Such an approach to studying was found to contribute to achieving an advanced level of communication skills in 82% of students. The studying process has a positive influence due to the use of different approaches which contributed to the development of foreign language competence and understanding of a separate discipline. The study found that the development of communication skills was possible due to the active engagement of students (3,7), and interactive technologies use (3,6). Video and film review (3,4), brainstorming method (3,3), and independent research activity also had a positive influence (3,3). This is related to the possibility of conscious information perception, which expands professional skills. Conducted SWOT analysis enabled the determination of the strengths of the developed project-oriented approach, which is the possibility of ensuring a more detailed study of the studying materials. It also contributes to active interaction among students, the use of innovative approaches, application of bilingualism in the process of studying for better material mastering. The weaknesses are not significant, and their elimination is possible with the use of organised studying strategies.

The practical significance of the study is related to the extension of possibilities for learning the Ukrainian language as a foreign language due to the use of project-oriented approaches. Perspectives of further research should be directed to studying possibilities of formation of approaches to the development of foreign language competence in elementary school students and senior students.

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