

PRACTICAL USE OF LIVE INTERACTIVE WORKSHEETS IN FOREIGN LANGUAGE TEACHING FOR INTERNATIONAL MEDIC STUDENTS AT HIGHER EDUCATION AS A DIGITAL NECESSITY

ПРАКТИЧНЕ ВИКОРИСТАННЯ ЖИВИХ ІНТЕРАКТИВНИХ АРКУШІВ У ВИКЛАДАННІ ІНОЗЕМНОЇ МОВИ ДЛЯ ІНОЗЕМНИХ СТУДЕНТІВ-МЕДИКІВ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ ЯК ЦИФРОВА НЕОБХІДНІСТЬ

Стаття деталізує практичне застосування інтерактивних технологій, а саме інтерактивних аркушів Liveworksheets, під час викладання української мови іноземним студентам медичних спеціальностей у закладах вищої освіти як вимога дигіталізації та цифровізації. У статті здійснено спробу вирішити суперечність між розробленістю цифрових навчальних засобів, (електронних засобів навчання, мультимедійних застосунків/девайсів, навчальних інтерактивних аркушів), навчальних платформ і потребою у них практичного застосування іноземних студентів медичних спеціальностей закладів вищої освіти. Здійснено системний та порівняльний аналіз міжнародного та українського досвіду, аналіз методичних розробок провідних викладачів та наукової літератури, практичних застосунків, інтерактивних засобів електронного навчання, деталізовано практичний досвід застосування інноваційних методик викладання кафедри мовної підготовки іноземних громадян Сумського державного університету. Вітчизняний та зарубіжний досвід практичного використання інтерактивних аркушів у навчанні успішно інтегровано під час викладання дисципліни української мови іноземним студентам медичних спеціальностей 4-5 курсів. Доступність і якість розробки авторських інтерактивних аркушів для іноземців-медиків дає можливість урізноманітнити навчальний процес, сприяють відкриттю іноземним студентам нових можливостей для їх якісного навчання та швидкого оволодіння українською як іноземною мовою у медичній галузі. На часі діджитал застосунки, освітні платформи, інтерактивні методичні розробки, які покращують результативність навчального процесу. Деталізовано практичний досвід застосування авторських інтерактивних аркушів та навчальних ресурсів під час викладання української як іноземної мови для іноземних студентів-медиків. Унікальністю є те, що кожен іноземний здобувач освіти може вдосконалювати свою професійну лексику як самостійно, так і у процесі контактного навчання. Інтерактивні робочі аркуші дозволяють досягти важливої мети: перейти від пасивного до активного навчання. Інтерактивні аркуші з цікавими та інноваційними вправами можуть значно підвищити мотивацію студентів до виконання завдань. Для викладання навчальної дисципліни «Українська мова як іноземна» інтегровано електронні навчальні девайси (інтерактивні аркуші Liveworksheets, подкасти, онлайн тести, інтерактивні ментальні карти та інше) на внутрішніх навчальних платформах СумДУ, таких як Mix (<https://mix.sumdu.edu.ua/>), LecturEd. Концепція нашого дослідження здійснюється на

основі теоретико-методичних аспектів та практичного досвіду.

Ключові слова: дигіталізація, інтерактивні засоби навчання, інтерактивні аркуші Liveworksheets, іноземні студенти-медики, українська мова як іноземна, якість освіти.

The article actualizes the practical use of an interactive tools for enhancing education quality in the process of digitalization in teaching Ukrainian language to foreign students in higher education institutions, such as an interactive Liveworksheets. Interactive learning technologies contribute to the improvement of the process of assimilation of knowledge and skills by foreign students of higher education. A series of author's interactive worksheets was developed and tested specifically for the language training of foreign medical students who continue their studies in Ukraine.

In the article the attempt to solve contradiction between the development of digital educational tools (electronic learning tools, multimedia applications/devices, educational interactive worksheets), educational platforms and the need for their practical application by foreign students of medical specialties of higher education institutions. Systematic and comparative analyzes of international and Ukrainian experience, analysis of methodological developments of leading teachers and scientific literature, practical applications, interactive electronic learning tools, detailed practical experience of applying innovative teaching methods of the Department of Language Training of Foreign Languages were carried out.

On the ground of systemic and comparative analysis of international methodical and scientific literature, Ukrainian and foreign experience of the practical use of interactive sheets in education was successfully integrated during the teaching of the discipline of the Ukrainian language to foreign students of medical specialties of 4-5 years. The availability and quality of the development of the author's interactive worksheets for foreign doctors makes it possible to diversify the educational process, contribute to the opening of new opportunities for foreign students for their high-quality education and quick mastery of Ukrainian as a foreign language in the medical field.

The uniqueness of creating and implementing an interactive Liveworksheets is that every foreign student can improve his professional vocabulary both independently and in the process of contact training. Interactive worksheets allow you to achieve an important goal: to move from passive to active learning. Interactive worksheets with interesting and innovative exercises can significantly increase students' motivation to complete assignments. For the teaching of the academic discipline "Ukrainian as a foreign lan-

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guage”, electronic educational devices (interactive Liveworksheets, podcasts, online tests, interactive mental maps, etc.) are integrated on the internal educational platforms of Sumy State University, such as Mix (<https://mix.sumdu.edu.ua/>), LecturEd. The concept of our research is

based on the theoretical, methodological aspects and practical experience.

Key words: digitalization, interactive learning tools, Ukrainian as a foreign language, interactive Liveworksheets, international medic students, quality education.

The problem of research. According to the definitions “digitalization” [2] given by Gartner Glossary “is the use of digital technologies to change a business model and provide new revenue and value-producing opportunities; it is the process of moving to a digital business”. A Turkey researcher in her article emphasizes, that “with digitalization in education, arranging educational content using technological opportunities, creating educational materials combined with virtual reality, and applying gamification in education becomes important in terms of the effectiveness of education” [1]. A lot of scientists analyze that the issue of application of innovative teaching methods is the priority in the methodology of language teaching. Research about new learning tools, is based on the ground of linguistics, language didactics, psychology, pedagogy.

International research notes, that technology has become an increasingly common part of a students’ daily life. Extensive use of mobile devices, and various other digital equipment’s make possible to study and interact many international students.

Analysis of recent research and publications. The following methods of research analysis are used: the analysis of Ukrainian and international methodological and scientific literature, comparative analysis of learning tools, generalization of experience in a new teaching methods and interactive Liveworksheets at the Language Training of Foreign Citizens Department of Sumy State University.

The main study of traditional and digital language learning is revealed by Ukrainian group of researches Hrytsenko O., Kushnir I.M., Uvarova T., Zozulia I. (defines peculiarities of visualization in the process of teaching Ukrainian as a foreign language to students with clip way of thinking – mind map, tag cloud, infographics, Wimmelbooks [4, p. 130]), Nazarevych L.T. (about implementation in study Ukrainian language podcasts); interactive worksheets first became widespread in secondary education institutions abroad, then, in particular, colleagues from Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University began to implement interactive multimedia worksheets (IMW) services in higher education from 2020. There are more and more services, the use of the Wizer.me cloud service has become the most popular. Y. Spiridonova, a teacher and methodist from Kherson region, Ukraine teaches online how to create interactive worksheets. Today, the LiveWorksheets service has confirmed its convenience and efficiency of use. Therefore, our choice stopped at this web page.

A group of Northern Caribbean University researchers Oneil N. Madden, Ryan Sweeney, Alexious Gonzales [7] investigated, that “live worksheets have numerous benefits, such as their impact on making a class more interactive and fun, which boosts students’ participation and motivation. The different features of live worksheets also add to the benefits enjoyed by both students and teachers, such as user-friendliness, instant grade/feedback, variety of activity types, and colorfulness of the visuals” [7, p. 14]. These researchers emphasize that “live worksheets assist with the development of cognitive and linguistic skills. Students noted gains in vocabulary and grammar development and reinforcement, strengthening writing and speaking skills. However, with the absence of a French keyboard (or any other foreign language), correct answers may be considered incorrect by the system. Consequently, teachers have to be prepared for these eventualities” [7, p. 14].

Therefore, we **highlight previously unresolved parts of the overall problem.** According to international researchers, there is a gap between the development of digital educational tools (electronic learning tools, multimedia applications/devices, educational interactive sheets), educational platforms and the need for their practical application by foreign students of medical specialties of higher education institutions. Regarded to this, we see the necessity of implementation interactive Liveworksheets into teaching Ukrainian as a foreign language to international students.

The purpose of the article is to analyze and describe implementation of interactive Liveworksheets into Ukrainian language teaching for international medic students at higher education institution.

Presenting main material. According to the Pedagogical competitions (Competition of Pedagogical Innovations, Competition for the Use of mobile devices, etc.) which are annually held at Sumy State University (SumDU), where lecturers of the Department of Language Training of Foreign Citizens participated with such projects as “Development and application of a series of author interactive worksheets (Liveworksheets service) for the purpose of language training of foreign medic students” (presented by I. Levenok, O. Sydorenko), “Using the audiolingual method with elements of the language matrix of back reflection teaching foreign students Ukrainian communication” (presented by L. Bidenko, N. Pylypenko-Fritsak) allow us to confirm, that lectures constantly implement such methodological solutions in

the educational process, which try to combine traditional learning technologies with E-learning technologies [6].

From 2022 to 2024, an experiment was conducted to test the international medic students 4–5 courses Medical Institute Sumy State University (groups MTs.m-909an, MTs.m-915an, MTs.m-919an), using University study platform MIX (<https://mix.sumdu.edu.ua/study/course/16628>). The research showed, that interactive Liveworksheets allow international medic students to achieve an important goal: to move from passive to active learning. Interactive worksheets with interesting and innovative exercises can significantly increase students' motivation to complete assignments. Improve the concentration and attention of foreign students with interactive exercises, train medical terminology, which is like a game, they “move” words, “draw” on the phone screen or connect the necessary sentences with the cursor, they become more attentive and interested in the obtained high results. Lectures can create a sheet in the service with open questions, multiple choice, filling blanks, match, filling on an image, table, sorting, draw. Liveworksheets “Diseases of Respiratory System” <https://www.liveworksheets.com/c?a=s&t=wm-3QeXoL5C&sr=n&l=av&i=sdxtxn&r=3t&f=dzdtuuzf&ms=uz&cd=puv0-r-j-8-lidyprnmzmlm0zngnzxxgexg&mw=hs> (author – I. Levenok) and “Heart Diseases. Myocardium Infraction” <https://www.liveworksheets.com/c?a=s&t=wm3QeXoL5C&sr=n&l=p6&i=sdxtxsf&r=ep&f=dzdtuuzf&ms=uz&cd=puv0-r-j-8-lh1pnmzmpnerhngnzxxgexg&mw=hs> (author – I. Levenok) we marked by 97% of respondents (from 46 total respondents, that took part in a survey) answered “yes, I see the progress, while studying with Liveworksheets”. 87% of respondents confirmed that interactive Liveworksheets are an additional source to strengthen vocabulary in medical field and practice reading and cognitive skills. Therefore, whenever teachers want students to have immediate practice in these areas, giving them live worksheet exercises could be a good source to recall and apply the knowledge that has just been learned [6].

Studying with interactive worksheets cognitive processes are pushed, that enhance international medic students in reading skills, thinking, expressing information in Ukrainian language, which is not native for them. It provokes a new level of investigation and self-perfection with further motivation of Ukrainian as a foreign language study [5].

International students were offered a preliminary independent study of a part of the study material in the discipline “Ukrainian as a foreign language” using electronic resources (professionally oriented texts, online tests, videos, mental maps) posted on the resource of SumDU Mix. <https://mix.sumdu.edu.ua/>, or with the use of the open educational resource OCW (<https://ocw.sumdu.edu.ua/>) [6].

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<https://www.liveworksheets.com/c?a=s&t=wm3QeXoL5C&sr=n&l=av&i=sdxtxn&r=3t&f=dzdtuuzf&ms=uz&cd=puv0-r-j-8-lidyprnmzmlm0zngnzxxgexg&mw=hs>

Тема “ЗАХВОРЮВАННЯ ДИХАЛЬНОЇ СИСТЕМИ”
(для іноземних студентів)

Завдання 1.
Виберіть і вставте в речення деякі слова та словосполучення відповідно до змісту.
Choose and fill in some words and phrases into sentences according to the content.

1. Слово _____ походить від латинського слова «obstruction», що означає «перешкода».

а) обструкція б) конструкція в) інструкція

2. Розрізняють дві форми обструктивного бронхіту:
 а) повільну та хронічну б) гостру та пивідку в) гостру та хронічну

3. У хворого, крім сильної задишки, активно виділяється _____ разом із кашлем.
 а) мокротиння б) кров в) сеча

4. На початковому етапі захворювання кашель досить сухий, але через деякий час він _____.
 а) покращується б) пом'якшується в) зникає

5. Причиною серйозного ураження органів дихання можуть стати ускладнення шляху _____.
 а) ГРВІ б) УЗД в) КТ

6. Обструктивний бронхіт характеризується сильною задишкою та _____.

Fig. 1. Visual presenting of Liveworksheet for international medic students

We share the opinion by Ukrainian colleague , “the rapid development of cloud-based technologies stimulates the emergence of new aids and methods of teaching, therefore educators must be taught to use them effectively. Most teachers do their in-service training at other HEIs where they learn from their colleagues’ experience. Firstly, that experience is not always innovative; secondly, teachers do their in-service training only once every five years; and thirdly, in most cases such training takes place on a part-time basis, alongside regular teaching load and is funded by teachers themselves, which creates certain difficulties and affects the resulting quality. Scientific and practical conferences and seminars only allow to familiarise oneself with the new accomplishments. For these reasons it would be worthwhile to allocate funds for holding practical master classes and workshops during which teachers could practice innovative technologies in order to be able to use them in their work” [3] It is necessary to mention, that “it is appropriate to ask questions that would stimulate a student to use prior knowledge in new situations. These tasks, on the one hand, are a challenge for students, and on the other hand motivate them to obtain and assimilate the newly acquired knowledge. Moreover, as was already mentioned, the main purpose of IMWS is formative assessment; therefore it is unreasonable to overload IMWS with extracts from a textbook. Usually tasks are created from the point of view of a teacher (“easy-hard”, “can be done quickly - takes time to complete” and so on), so in order to correctly determine the complexity of tasks and the time required to complete them, the newly created IMWS must be tested (at the very least, teachers must complete all the tasks from IMWS themselves and/or ask colleagues to do it)” [3].

Conclusion. An implementation of interactive Liveworksheets into Ukrainian language teaching for international medic students at higher education institution as a bare necessity for digital generation is described. According to national and international experience, on the ground of our survey, we conclude, that there are variety of online platforms, virtual activities, social networks, interactive learning tools, etc. that can be successfully integrated into language study. The advantages and practical use of interactive

learning during the language training of international students are revealed, that enhanced quality education in language teaching of international students Sumy State University. Study platforms (MIX) and materials is supplemented by various inserts for more successful mastering of the discipline. Pedagogical innovations require development and practical use of Liveworksheets as an interactive tool, perspectives of our further researches are going to be revealed by investigation and developing new digital tools for language perfection by international students.

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