



Interactive methods of teaching professional Ukrainian in the training of legal professionals

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■ **Abstract.** The study aimed to determine the impact of interactive teaching methods on the development of professional language competence among future legal professionals. The research methodology included a theoretical and methodological analysis, a comparative analysis of academic approaches, a review of pedagogical experience, and a teaching experiment conducted at higher education institutions in Ukraine. The study determined that interactive methods in the professional language training of lawyers include role-playing, the case method, discussions, simulations and work with professional scenarios, and ensure the development of communicative competence, the development of argumentation skills and the mastery of legal terminology in the context of simulating real professional activity. The study determined that the didactic basis of interactive learning is founded on the principles of activity, problem-solving and communicative orientation, which can be used for development of the ability to construct statements logically, apply linguistic structures and function in professional speech contexts. The effectiveness of interactive teaching methods was investigated in a pedagogical experiment, during which an increase in the average scores of the experimental group to a level of $M \approx 4.05-4.25$ was recorded, whilst in the control group the corresponding values were $M \approx 3.4-3.6$, indicating a more pronounced positive trend under experimental conditions. The results obtained confirm that the use of interactive teaching methods leads to a more significant improvement in the level of professional language competence compared to traditional approaches. As a result of the formative stage of the experiment, an increase in the average indicators of professional language competence was recorded in the experimental group across all criteria: accuracy of speech rose from 3.12 to 4.05, adherence to professional style from 3.18 to 4.18, communicative effectiveness from 3.2 to 4.1, logical coherence of statements from 3.22 to 4.12, and command of legal terminology from 3.3 to 4.25, which significantly exceeds the dynamics of the control group (an increase from 3.1-3.25 to 3.4-3.6), indicating the effectiveness of the interactive teaching methods employed. The study determined that the algorithm for implementing interactive methods includes the creation of a professionally oriented language environment, the simulation of legal situations, and work with case studies and regulatory texts, which ensures the practical acquisition of language material. The practical significance of the study is determined by the possibility of using its results to improve the methodology for teaching the Ukrainian language for professional purposes in the training of future lawyers through the implementation of interactive teaching methods

■ **Keywords:** legal language; formal and business language structures; legal argumentation; interactive methods; communicative competence

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■ Introduction

Interactive methods of teaching professional Ukrainian are becoming increasingly relevant in the training of legal professionals, due to the growing demands placed on the level of professional communication expected of future lawyers, their ability to formulate thoughts precisely, defend their position with sound reasoning, and use specialist terminology correctly in both spoken and written communication. Training as a lawyer requires the ability to handle legal texts, draft procedural documents, conduct business communication and participate in public speaking, all of which demand a high level of linguistic competence. Interactive teaching methods encourage active engagement of students in language practice, develop critical thinking, collaboration skills, the ability to analyse communicative situations, and the application of language knowledge in professionally relevant contexts. The use of such approaches increases motivation to learn, strengthens the practical focus of the educational process and ensures higher-quality training for future legal professionals.

Interactive teaching methods are increasingly being recognised as an effective means of improving the quality of professional training for future specialists, as they combine theoretical knowledge with practical activities. This is evident in the study by E.S. Boye & D.D. Agyei (2023), who investigated the effectiveness of problem-based learning in the training of future teachers. The authors analysed the impact of problem-based tasks on the level of learning and found an increase in student engagement during the learning process. The use of case-based methods in professional education contributes to the approximation of learning to the real-life conditions of future practice, which is also relevant for the language training of lawyers. This was confirmed by, for example, N. Kushevska *et al.* (2025), who examined the possibility of using international legal cases in the teaching of the Ukrainian language to law students. The authors analysed the use of case studies to develop the professional vocabulary of students. Simulating legal situations increases the motivation of law students to learn the language and improves the quality of language training. The development of interactive learning activities is associated with the use of digital systems for assessing and providing feedback on the language learning of students. Interactive learning systems were developed by, for example, D. Li (2024). The author developed an interactive learning assessment system based on machine learning algorithms. The study revealed the possibilities of automatically monitoring the language learning of students and the benefit of adapting the learning process to suit individual students.

The professional training of future lawyers requires certain improvements to language education to meet the challenges of new social and legal situations. V. Marchenko (2024) conducted an analysis of the challenges and prospects of lawyer training for the

European future of Ukraine. The author examines the requirements of lawyer competencies, finding that professional communication is one of the substantial components of a lawyer's competencies. Furthermore, it is stated that language training of high quality is one of the essential competitiveness factors for law graduates. Interactive learning methods are becoming increasingly combined with virtual learning environments to expand the possibilities of such training. R. Rachmadtullah *et al.* (2023) investigated the potential of the metaverse as a transformative learning environment in education. As a result of the research conducted on educators, the researchers found that virtual environments have the potential to enhance educational interaction. Furthermore, the researchers found that organizing the collaboration of learners in the learning process increases the effectiveness of the learning process. As stated in a research study conducted by J. Rivadeneira & E. Inga (2023) on the implementation of interactive peer instruction in classrooms, students who participated in collaborative discussions displayed an increased mastery of the taught material and an increased development of communication skills. Furthermore, the combination of interactive learning methods with generative artificial intelligence (AI) is another improving method in language education for lawyers. S.J. Shi *et al.* (2024) studied the implementation of interactive learning methods using generative AI in legal education in China. The researchers concluded that the implementation of scenarios simulating real professional activities in the context of legal education using AI has the potential to enhance the interest of students in the learning process.

The training of specialists in various fields requires combining language education with education in their area of specialisation. An example of the importance of specialising in a particular language is demonstrated by the work of S.V. Symonenko *et al.* (2023). The authors investigated the teaching of the Ukrainian language to students who were specialising in information technology at Ukrainian universities. Their study showed that incorporating elements of the students' specialisation into the language classes produced the best results for the students. The success of interactive teaching methods also depends on the nature of the interaction between the teacher and the students. This is confirmed by Y. Wang & M. Kruk (2024), who modelled the relationship between trust in the teacher, support from the teacher, and students' academic engagement. The researchers analysed the factors influencing learners' engagement in the learning process. Positive pedagogical communication enhances motivation and learning outcomes. Online learning environments, which provide constant communication and access to resources, hold significant potential for the development of interactive methods. This was explored by Y. Xie *et al.* (2022), who

developed a model of teacher-student interaction in an online educational environment. The authors analysed the impact of structured interaction on learning outcomes and student engagement levels. Well-designed digital communication enhances the quality of the educational process.

Despite the findings highlighted by the authors mentioned above, there remain certain gaps in research into interactive methods for teaching the Ukrainian language for professional purposes in the training of legal professionals. The issue of adapting interactive technologies specifically to the development of legal discourse, working with procedural documents and the development of argumentation skills in Ukrainian has not been sufficiently explored. Further study is required to identify the most effective methodologies that combine language training with the simulation of the professional activities of future lawyers. The study aimed to examine the characteristics of the development of professional language competence among future legal professionals in the context of interactive teaching methods. The objectives of the study were: to analyse interactive teaching methods in the professional language training of lawyers; to assess the level of language competence development among students within the framework of a pedagogical experiment; to formulate an algorithm for the implementation of interactive methods for the development of professional speech.

■ Materials and Methods

The study was of a mixed (qualitative-quantitative) nature and was conducted as a quasi-experimental pedagogical design involving a control group (CG) and an experimental group (EG), with pre- and post-test measurements. The study examined the nature of interactive methods in professional language education for legal studies based on a comprehensive combination of theoretical and methodological analysis, comparative analysis of scientific approaches, and a synthesis of pedagogical experience presented in contemporary research by scholars. The theoretical and methodological basis was formed by works devoted to interactive learning, the development of language competence and the implementation of a competence-based approach in higher education by V. Miroshnichenko (2019), G. Bovsunivska & T. Trokhimenko (2022), N.P. Volkova (2022), and O.Y. Dobrovolska *et al.* (2025). The criteria for including sources were their academic relevance to the topics of interactive learning and the development of language competence in higher education, their recency (publications from 2019-2025), the presence of empirical or theoretical-methodological justification, as well as alignment with the competence-based approach and the professional orientation of the training. The effectiveness of interactive methods was assessed considering criteria such as the development of professional communicative competence, proficiency in legal

terminology, the ability to speak coherently, logical presentation, and the correct use of standard linguistic constructions in professional contexts. In addition, the level of student engagement, their participation in communicative interaction, and their ability to simulate real-life legal contexts were addressed following up-to-date international educational standards (Council of Europe, 2020; European Commission, 2021).

The study was conducted at the Ukrainian State Flight Academy, which trains students in law-related disciplines. This higher education institution was selected due to its high standard of training in the field of law, the representation of various regions of Ukraine, and the presence of specialised faculties that provide a comprehensive legal education. The study involved 120 first- to fourth-year law students aged 18-22. The students were divided into a CG and an EG, each comprising 60 individuals. The students were allocated using a quasi-randomisation method (based on existing academic groups) to form two groups of equal size, with the CG taught using traditional methods, whilst the EG was taught using interactive teaching methods. The EG was taught using interactive teaching methods aimed at developing the professional and communicative competence of future lawyers. Role-playing exercises were used during the training, including “court hearings”, “legal consultation with a client”, “witness examination”, “negotiations between parties to a dispute”, “a lawyer’s work with a client”, “preparation of a prosecutor’s speech” and “drafting a legal contract”. The case method was also introduced, involving the analysis of legal situations, the examination of legal conflicts, the search for ways to resolve conflicts, and the preparation of procedural documents. The programme included discussions and debates on current legal issues, role-playing exercises simulating professional legal communication scenarios, small-group work, interactive training sessions, and simulations of professional interactions in the legal field.

The experiment was performed for one semester (September-December 2025). The classes were held both in person and online through Moodle and Google Classroom. The inclusion criteria for the experiment included the requirements that the student was enrolled in a law degree, between the ages of 18-22, had a basic level of proficiency in Ukrainian (not below average) and had to attend the classes. The students who were excluded from the experiment were those who missed more than 25% of the classes, failed to take the final assessment, or were pursuing individual areas of study. The ethical standards to which the students were required to adhere included giving their consent to participate in the study, the voluntary nature of the study, the anonymity of the results of the study, and that the study would only be used for scientific purposes (American Sociological Associations, 1997). The level of professional language skills that the students possessed was

assessed through a series of tasks. Each task was graded on a 1-5 point scale. The objectives of the study were to identify and correct linguistic, grammatical and stylistic errors in excerpts from legal documents; to draft a letter to the Dean of the Faculty requesting a postponement of an exam due to illness; to edit excerpts from procedural documents in accordance with the conventions of formal business writing; explaining the meaning of the legal terms “tort”, “appeal” and “jurisdiction” and using them in sentences; preparing an oral presentation in the form of legal advice on the procedure for filing a claim; role-playing a court hearing with the roles of judge, lawyer and claimant; analysing a legal situation and formulating an oral conclusion regarding a dispute related to a rent increase and a demand for eviction without notice; drafting a brief written notice to the client regarding the outcome of the case; explaining the content of a legal provision in plain language to a client without legal training. To determine the degree of professional language competence of candidates a pre-test and post-test was conducted with the same set of tasks: editing a legal text, writing a formal application, explaining professional terms and simulating a communicative situation. This approach was chosen to ensure the objectivity and comparability of the results, as the use of identical tasks can record real changes in the level of competence development without the influence of variations in content. The assessment criteria (“Accuracy of speech”, “Communicative effectiveness”, “Logical coherence”) were defined in advance and applied at both stages of the assessment to ensure consistent measurement standards. This was done to enhance the validity and reliability of the assessment, as well as to minimise subjectivity in the interpretation of results.

The nine tasks listed above were used for pre- and post-experiment assessment in both groups, but during the course of the programme, systematic work with case studies, role-plays and discussions was conducted only in the EG. Experts (six lecturers in Ukrainian language and legal linguistics) with between 8 and 20 years teaching experience were also involved in the assessment. The expert assessment was conducted following the criteria: accuracy of speech, adherence to professional style, communicative effectiveness, logical coherence of statements and command of legal terminology. The expert assessment was conducted using a scoring scale from 1 to 5, whereby each criterion (accuracy of speech, adherence to professional style, communicative effectiveness, logical coherence of statements and command of legal terminology) was assessed by the experts individually based on the degree to which the students’ spoken responses met the established professional language requirements -language requirements is defined as the level of their adequacy, accuracy and correctness in the context of professional speech, after which the average score for each criterion was calculated. Each criterion was incorporated into the

expert assessment through an analysis of students’ oral and written, professionally oriented responses during role-plays, case studies, legal discussions and the simulation of communicative-legal situations, where the level of appropriateness, accuracy, logical coherence and stylistic correctness of professional speech was determined in accordance with professional language requirements. Each criterion was assessed on a scale of 1-5 points. Statistical analysis of the results included the calculation of means (M) and standard deviation (SD), as well as testing the significance of differences between the CG and the EG using Student’s paired t-test. The level of statistical significance was set at $p < 0.05$. A paired t-test was used to compare pre- and post-test scores within a single group; additionally, a t-test for independent samples was used to compare the CG and EG with each other.

An algorithm for the use of interactive teaching methods in the professional Ukrainian language training of legal specialists has been formulated using the generalisation method; this includes key stages such as the organisation of learning activities based on communicative and legal situations, utilising role-play, case studies and discussions; systematic assessment of students’ language proficiency levels, followed by the adjustment of learning tasks in accordance with the results identified. The key stages are specified in the research findings through corresponding teaching activities that reflect the specifics of their implementation in the educational process. The limitations of the study lay in the sample comprising only law students in a single semester of study and the application of the findings within the context of higher education institutions in Ukraine, without covering other educational contexts or longer observation periods.

■ Results

The core of interactive methods in professional language education for legal studies is viewed as a holistic system for organising the learning process, characterised by active interaction among all participants in the educational environment, which ensures not only the acquisition of language material but also the development of professionally oriented communicative competence. Interactive methods function as a pedagogical tool for modelling real or near-real legal situations, in which learners are constantly engaged in speech activity, argumentation, analysis of legal texts and decision-making (Miroshnichenko, 2019). Within the framework of contemporary approaches to teaching legal Ukrainian or other professional language training, interactivity is interpreted as a principle of organising learning based on subject-subject interaction, dialogue and cooperation, in accordance with the provisions of the competence-based paradigm of education.

The pedagogical foundations of interactive methods are defined by the principles of active participation,

critical thinking, problem-based learning, communicative focus and professional relevance. The principle of active participation is implemented by engaging students in continuous language practice, in particular through role-playing, mock trials and case studies. The principle of problem-based learning involves setting learning tasks in the form of legal cases requiring solutions, such as the analysis of an international contractual dispute or a criminal case, where students formulate legal positions in Ukrainian. The principle of communicative focus is implemented through the organisation of debates, discussions and negotiations that simulate a lawyer's real-life professional communication. The principle of professional relevance ensures that the course content is aligned with real-world legal practices, meeting the requirements of professional training in legal Ukrainian as a specialised area of professionally oriented language learning. An example of the implementation of these principles is the conduct of classes in the Moot Court format (Leaders in Law, 2024), where students take on the roles of judge, defence counsel and prosecutor, using specialist terminology and argumentative structures.

The methodological foundations of interactive methods are based on a combination of constructivist, communicative and activity-based approaches. The constructivist approach posits that knowledge is formed through active interaction with the learning environment, rather than being transmitted in a ready-made form, which is consistent with the concepts of modern pedagogy presented in the study by G. Bovsunivska & T. Trokhimenko (2022) on the social construction of knowledge. The communicative approach aims to facilitate the use of language for real communication within the classroom through the discussion of legal cases or debates on legal norms. The

activity-based approach involves simulating the activities of a lawyer within the classroom through mock trials or the creation of legal documents.

Interactive methods are implemented in a variety of forms within the modern classroom. For instance, the case study method involves discussing cases that involve a breach of an international treaty and presenting solutions to those problems in Ukrainian. The debate method involves discussing problematic issues in the legal world, such as the balance between national security and human rights, to encourage critical thinking within students. In role-playing games, students simulate court hearings to practice the professional vocabulary associated with lawyers. Simulations of negotiations between parties to an international contract allow students to practice their intercultural communication skills. Finally, there are also online interactive platforms that accompany legal education in the classroom to test their knowledge of the topics and to participate in online forums to discuss legal texts together (Dobrovol'ska *et al.*, 2025).

Interactive methods in professional language education for the legal sector are based on the integration of the principles of teaching with the methods of professional language education to provide students with a comprehensive understanding of the subject matter. Such methods allow the student to transition from acquiring knowledge to using it in professional scenarios, thus fulfilling the current requirements of international educational standards as stipulated in the documents of the European Commission (2021) and the recommendations on the development of language education in higher education (Council of Europe, 2020). Table 1 provides an overview of the main types of interactive methods that can be employed within professional language education for law students.

Table 1. *Types of interactive methods in professional language education for law students*

Type of interactive method	Brief description	Example of its use in legal language training
Role-play	Role-play exercises	Mock court hearing: Students take on the roles of judge, defence lawyer, prosecutor and witness, and practise legal vocabulary, forms of address and argumentation
Case study	Analysis of specific cases from legal practice	Hearing of an international contractual dispute: Students read the case study, identify the legal issue and prepare the parties' oral arguments in Ukrainian
Debates	Reasoned discussion of controversial issues	Debate on the merits of the death penalty or digital surveillance: developing skills in legal argumentation and counter-argumentation
Brainstorming	Brainstorming in a group	Drafting legal opinions on a cybercrime case using professional terminology
Discussion	Group discussion of key issues	Discussion of international legal norms and their interpretation, drawing on Ukrainian sources
Project-based learning	Independent development of a comprehensive task	Creating a presentation entitled "The International Court of Justice: Structure and Functions" using legal terminology
Simulations	Simulation of professional processes	Conducting negotiations between the parties to the agreement in Ukrainian
Digital tools	Use of digital platforms for interaction	Completing interactive tests on legal Ukrainian or taking part in forum discussions on case studies

Source: *compiled by the author based on N.P. Volkova (2022)*

Interactive methods in professional language education for law students form a comprehensive system for organising the teaching process, focused on active verbal interaction and the practical application of legal terminology in simulated professional situations. Their use ensures the integration of language training with elements of future professional practice, fostering the development of communicative competence, argumentation skills and the ability to effectively articulate legal positions in Ukrainian. In the process of applying such approaches, students are engaged in tasks that replicate real-life legal situations, thereby facilitating the natural acquisition of professional vocabulary and the development of skills to use it in various contexts. Overall, interactive methods enhance the effectiveness of language training for future lawyers and create conditions for a higher-quality mastery of professional communication in a foreign language.

The development of professional language skills among future lawyers requires the use of both correct linguistic structures and interactive teaching methods. Through interaction among the students, it is possible to create conditions in which the linguistic

structures that are taught are actually utilized by those students in the performance of their tasks. Tasks that employ dialogue, mock court hearings, case studies, and discussions allow for the systematic incorporation of those linguistic structures into the tasks to be completed by the students. Through these methods, the future lawyers are able to learn the linguistic structures of the language and to utilize those structures in their speech. Beyond ensuring that the students learn the linguistic structures necessary to perform interactive tasks, the requirement of the use of correct linguistic constructions ensures that the tasks are completed in high quality by the students. Thus, interactive teaching methods and the use of linguistic structures creates a comprehensive method of training the future lawyers to effectively employ their learned linguistic knowledge in their careers (Pozdran *et al.*, 2020). The interaction among the students creates a readiness of the students for the demands of the legal profession, as well. Table 2 includes an explanation of the language patterns that are used in the interactive teaching of professional Ukrainian to future lawyers.

Table 2. Language examples for interactive Ukrainian language learning (legal specialism)

Type of language material	Example	Comment (professional use)
Legal terminology	Statement of claim, defendant, claimant, legal transaction, jurisdiction, evidence	Learning basic professional vocabulary through exercises involving explanation and use in context
Clichés of formal business style	In accordance with current legislation..., Based on the above..., I would ask you to consider..., In view of the above...	Used in the drafting of procedural documents and in structuring the logic of the argument
Statement of the legal position	I consider the defendant's actions to be unlawful..., The evidence indicates that..., The prosecution maintains that...	Developing argumentation skills in debates and moot courts
Syntactic structures (complex sentences)	In the event of a breach of obligations, the party shall be liable as provided for in the contract.	Developing skills in drafting complex legal texts
Passive constructions	The decision was handed down by the court..., The claim was filed within the prescribed time limit	Typical of formal style, used in documents
Lexical conventions (avoiding colloquial language)	Incorrect: "There was a problem", correct: "A legal conflict arose"	Developing stylistically correct speech
Document language templates	I, [Full Name], hereby request..., I enclose the following documents with this application...	For use when writing applications, complaints and petitions
Argumentative connections	Firstly..., so..., therefore..., at the same time...	Ensuring the coherence of legal discourse
Professional verb constructions	Enter into a contract, file a claim, appeal a decision, bring to justice	Building a lawyer's active vocabulary
Business etiquette	Your Honour..., Dear Sir..., Yours faithfully...	Use in formal correspondence and spoken language

Source: compiled by the author

Effective training of future lawyers in the area of language is achieved through a systematic combination of specialised vocabulary, established phrases, structurally complex sentences and logically constructed connections, which ensure the accuracy, consistency and persuasiveness of professional discourse. The use of such linguistic resources in the teaching process has contributed not only to improving literacy and the stylistic appropriateness of statements, but also to developing the ability to clearly articulate positions, analyse

professional situations and draft documentation appropriately in accordance with the requirements of professional communication. This confirmed the advisability of integrating practice-oriented language models into the training of law students as a key factor in the development of their professional competence. To assess the effectiveness of implementing interactive methods for teaching professional Ukrainian to law students, the diagnostic and formative stages of the experiment were conducted (Table 3).

Table 3. Results of the expert assessment of the development of professional language competence among students in the CG and EG (before and after the experiment)

Evaluation criteria	CG before (M)	CG after (M)	EG before (M)	EG after (M)
Speech accuracy	3.1	3.4	3.12	4.05
Consistency with professional style	3.2	3.55	3.18	4.18
Communicative effectiveness	3.15	3.45	3.2	4
Logical coherence of the statement	3.18	3.5	3.22	4.12
Proficiency in legal terminology	3.25	3.6	3.3	4.25

Source: compiled by the author

Completing a set of nine practice-oriented exercises contributed to the targeted development of the candidates' professional language competence, as evidenced by the trends in the indicators shown in Table 3. In particular, the exercises on editing legal texts and drafting official documents had a direct impact on improving the scores for "accuracy of speech" (in the CG to 4.05) and "conformity to professional style" (in the CG to 4.18), as they required adherence to the norms of formal business style, terminological accuracy and structural clarity of expression. At the same time, tasks involving the explanation of legal terms and their use in sentences, as well as the simulation of communicative situations, contributed to an increase in the scores for "mastery of legal terminology" (in the EG up to 4.25) and "communicative effectiveness" (in the EG up to 4.10), as they developed the ability to accurately convey the meaning of legal concepts and adapt speech to various professional contexts. Furthermore, the completion of the analytical and simulation tasks had a positive impact on the aspect of "logical expression" (in the EG up to 4.12), which was reflected in the students' submissions. Together, these results confirm the impact of completing the nine exercises in total on each of the indicators of professional language skills.

Finally, the expert assessments of the students' writing samples all indicated that the students had achieved a high level of professional language skills. Each of these results were obtained as a result of the use of interactive teaching methods to teach the students how to speak and write in the field. The constant simulation of legal situations, participation in discussions, role-plays and case studies contributed to the development of accurate and standardised speech, the ability to structure statements logically, and the selection of language appropriate to a formal business style. A high level of proficiency in legal terminology was linked to the regular use of specialist vocabulary in practical communicative tasks, which ensured not only the memorisation of terms but also their conscious application in professional contexts. Communicative effectiveness was developed by creating conditions approximating real-life professional interaction, in which students learnt to express their views in a reasoned manner, conduct professional dialogue and respond promptly to legal communication situations. The results obtained permitted an analysis of the level of development of professional linguistic competence in the CG and EG before and after the pedagogical intervention. The summarised data are presented in Table 4.

Table 4. Results of the assessment of language proficiency among law students

Questions/tasks	CG before	CG after	EG before	EG after	CG before M ± SD	CG after M ± SD	EG before M ± SD	EG after M ± SD
Identify and correct any linguistic, grammatical and stylistic errors in the following excerpt from a legal document: "I, a citizen of Ukraine, ask you to consider my complaint regarding the fact that my salary has been calculated incorrectly, even though I have worked honestly and conscientiously, and I therefore ask you to take appropriate action"	1 – 12% 2 – 18% 3 – 34% 4 – 26% 5 – 10%	1 – 6% 2 – 12% 3 – 28% 4 – 34% 5 – 20%	1 – 14% 2 – 22% 3 – 33% 4 – 21% 5 – 10%	1 – 3% 2 – 6% 3 – 18% 4 – 38% 5 – 35%	3.04 ± 1.08	3.46 ± 1.02	2.98 ± 1.1	4.02 ± 0.88
Please submit a request to the Dean of the Faculty asking for the exam date to be rescheduled due to illness	1 – 10% 2 – 20% 3 – 30% 4 – 25% 5 – 15%	1 – 5% 2 – 14% 3 – 28% 4 – 33% 5 – 20%	1 – 12% 2 – 18% 3 – 35% 4 – 25% 5 – 10%	1 – 2% 2 – 5% 3 – 15% 4 – 40% 5 – 38%	3.15 ± 1.05	3.55 ± 0.97	3.02 ± 1.08	4.1 ± 0.85
Please edit the following excerpt from a legal document to comply with the conventions of formal business writing: "I filed a claim because I wasn't paid, even though we had agreed on it, and that's unfair"	1 – 15% 2 – 22% 3 – 28% 4 – 25% 5 – 10%	1 – 8% 2 – 15% 3 – 27% 4 – 30% 5 – 20%	1 – 13% 2 – 20% 3 – 34% 4 – 23% 5 – 10%	1 – 3% 2 – 7% 3 – 18% 4 – 40% 5 – 32%	2.98 ± 1.12	3.4 ± 1	3 ± 1.09	4.05 ± 0.9
Explain the meaning of the following legal terms and use them in a sentence of your own: "tort", "appeal", "jurisdiction"	1 – 8% 2 – 18% 3 – 32% 4 – 30% 5 – 12%	1 – 4% 2 – 10% 3 – 25% 4 – 38% 5 – 23%	1 – 10% 2 – 18% 3 – 36% 4 – 26% 5 – 10%	1 – 2% 2 – 6% 3 – 15% 4 – 42% 5 – 35%	3.2 ± 1	3.65 ± 0.95	3.05 ± 1.05	4.12 ± 0.82

Table 4. Continued

Questions/tasks	CG before	CG after	EG before	EG after	CG before M ± SD	CG after M ± SD	EG before M ± SD	EG after M ± SD
Prepare a short oral presentation (1–2 minutes) in the form of advice to a client on the procedure for filing a claim	1 – 14% 2 – 20% 3 – 30% 4 – 24% 5 – 12%	1 – 6% 2 – 14% 3 – 26% 4 – 34% 5 – 20%	1 – 16% 2 – 22% 3 – 32% 4 – 20% 5 – 10%	1 – 2% 2 – 5% 3 – 16% 4 – 40% 5 – 37%	3 ± 1.1	3.48 ± 0.98	2.92 ± 1.12	4.08 ± 0.86
Role-play a court hearing: take on the roles of the judge, the lawyer and the claimant (dispute concerning a breach of the terms of a tenancy agreement)	1 – 18% 2 – 24% 3 – 28% 4 – 20% 5 – 10%	1 – 10% 2 – 16% 3 – 26% 4 – 30% 5 – 18%	1 – 20% 2 – 25% 3 – 30% 4 – 18% 5 – 7%	1 – 3% 2 – 8% 3 – 18% 4 – 38% 5 – 33%	2.85 ± 1.15	3.3 ± 1	2.8 ± 1.18	4 ± 0.89
Analyse the legal situation and give an oral conclusion: “An individual has entered into a residential tenancy agreement, but the landlord has increased the rent without notice and is demanding that the premises be vacated immediately”	1 – 12% 2 – 18% 3 – 35% 4 – 25% 5 – 10%	1 – 6% 2 – 12% 3 – 28% 4 – 34% 5 – 20%	1 – 14% 2 – 20% 3 – 33% 4 – 23% 5 – 10%	1 – 2% 2 – 6% 3 – 16% 4 – 42% 5 – 34%	3.05 ± 1.06	3.5 ± 0.97	2.97 ± 1.1	4.09 ± 0.84
Please draft a brief written message to the client regarding the outcome of their case	1 – 10% 2 – 18% 3 – 32% 4 – 28% 5 – 12%	1 – 5% 2 – 12% 3 – 26% 4 – 35% 5 – 22%	1 – 12% 2 – 20% 3 – 34% 4 – 24% 5 – 10%	1 – 2% 2 – 5% 3 – 15% 4 – 40% 5 – 38%	3.12 ± 1.04	3.6 ± 0.95	3 ± 1.08	4.11 ± 0.83
Please explain the meaning of the legal provisions in simple terms for a client without a legal background: “Civil liability arises in the event of non-performance or improper performance of obligations”	1 – 16% 2 – 22% 3 – 30% 4 – 22% 5 – 10%	1 – 8% 2 – 14% 3 – 28% 4 – 30% 5 – 20%	1 – 18% 2 – 24% 3 – 32% 4 – 18% 5 – 8%	1 – 3% 2 – 6% 3 – 16% 4 – 40% 5 – 35%	2.9 ± 1.13	3.42 ± 0.99	2.85 ± 1.15	4.05 ± 0.88

Source: compiled by the author

The results obtained indicate that the introduction of interactive teaching methods has brought about a qualitative transformation in the language training of law students, as evidenced by a shift from a fragmented and predominantly rote-learning approach to the acquisition of language material towards a more conscious, practice-oriented and communicatively effective use of the Ukrainian

language in professional contexts; at the same time, there was an increase in the level of independence in constructing legally correct statements, greater accuracy in terminological usage, and an improved ability to adapt linguistic means to various formal and business contexts, which generally confirms the pedagogical effectiveness of the interactive approach compared to traditional methods.

Table 5. Results of a statistical analysis of changes in the level of professional language proficiency among students in two groups

Indicator	Group	Before experiment (M ± SD)	After experiment (M ± SD)	t-test	p-level
Dynamics within the group	CG	3.06 ± 0.11	3.49 ± 0.09	2.14	p < 0.05
	EG	3.02 ± 0.12	4.07 ± 0.08	6.87	p < 0.001
Comparison after experiment	CG vs EG	3.49 ± 0.09	4.07 ± 0.08	5.92	p < 0.001

Source: compiled by the author

Statistical analysis of the study results revealed a positive trend in the level of professional language competence among students in both groups. In the CG, a moderate increase in scores was observed, from $M = 3.06 \pm 0.11$ to $M = 3.49 \pm 0.09$, with the differences being statistically significant ($t = 2.14$; $p < 0.05$). At the same time, a significant improvement in results was recorded in the EG – from $M = 3.02 \pm 0.12$ to $M = 4.07 \pm 0.08$, which is confirmed by a high level of statistical significance ($t = 6.87$; $p < 0.001$). A comparative analysis following the formative stage showed the EG superiority over the CG ($M = 4.07 \pm 0.08$ versus $M = 3.49 \pm 0.09$), and the difference between the groups is statistically

significant ($t = 5.92$; $p < 0.001$), confirming the effectiveness of the interactive teaching methods used in the process of developing professional language competence.

The algorithm for using interactive teaching methods in the professional Ukrainian language training of legal specialists involves a phased organisation of the educational process and the systematic engagement of students in professionally oriented language activities. At the first stage of the training process, a learning environment simulating legal practice is created. Language learning takes place within simulated professional interactions that require the use of formal business and legal language. Role-play situations such as court

hearings, legal consultations and correspondence allow students to naturally interact within the legal sphere.

The next stage of the course involves studying legal case studies that reflect typical situations that may arise in legal practice. The cases are studied in a way that requires an analysis of the cases and their requirements of the legal statements that must be made within legal practice. Analytical tasks are used to encourage the development of legal thinking and language. Tasks include formulating legal arguments based on legal principles such as “in accordance with current legislation”, “taking into account the circumstances of the case”, “on the basis of the evidence provided” and “the legal consequences are”. This language and thinking skills are developed in tandem during this stage of the training course.

Handling of legal texts involves the analysis of legal texts and the transformation of their complex syntactic structures into professional language. Students learn to identify legal terms and explain legal provisions in a communicative format. Furthermore, legal documents must also be drafted by students, such as applications, complaints, contracts and other legal submissions. Within these legal documents, legal students must use phrases standard to formal business style, such as “I request that you consider”, “on the basis of the above”, “copies of documents are attached”, and “with a view to protecting rights and interests”. Additionally, editing of legal texts is also performed to correct inaccuracies in the language, style and terminology used in the legal text.

The programme incorporates oral communication exercises to develop the ability to speak coherently and persuasively. Discussions on legal issues, simulations of legal advisory activities and discussions of legal situations are held, during which the students develop the ability to formulate statements logically and to argue a position. This ensures the development of the students’ abilities to speak persuasively and structurally in their professional careers. The next stage of the programme involves the transformation of everyday language constructions into professional legal ones. Through this stage, the students develop their abilities to adapt their speech to a professional legal context. Finally, all of the activities are integrated into a comprehensive programme for the students to learn and apply the various legal and professional communication skills. Furthermore, the programme incorporates assessments to determine the students’ level of language competence within these areas, which are continually adjusted according to the assessments of the students’ current knowledge. Through these stages, the students develop their professional language competence in Ukrainian, preparing them for their careers as lawyers in the profession.

In Ukraine, interactive teaching methods for the Ukrainian language for professional purposes are implemented in the training of future lawyers within the educational programmes of higher education institutions through a combination of classroom-based,

practical and digital components of the learning process. Within the academic disciplines of “Ukrainian for Professional Purposes”, “Legal Rhetoric” and “Business Ukrainian”, a system of communication-oriented tasks is being introduced, which simulate real-life situations in legal practice. Universities use case studies, role-playing and mock trials, which are conducted in the form of practical sessions or training workshops in lecture theatres and legal clinics. The practical component is reinforced by the activities of university legal clinics, where students, under the guidance of lecturers, provide initial consultations to members of the public, draft applications and analyse legal situations. This creates conditions for the practical use of the Ukrainian language in a professional context. Additionally, interdisciplinary links with legal disciplines are utilised, which can be used to integrate language training into the overall legal education system and fostering readiness for professional communication in real-world legal practice.

■ Discussion

Interactive teaching methods for professional Ukrainian language training enhance the effectiveness of training for future lawyers, as they combine speaking practice, professionally oriented communication and the active involvement of students in solving professional tasks. The results of the EG demonstrated an increase in the level of professional language competence following the introduction of interactive teaching methods. In particular, the speech accuracy score in the EG rose from 3.12 to 4.05 points, indicating improved adherence to linguistic, grammatical and stylistic norms in professional speech. This view is supported by M. Abasi *et al.* (2023). The authors analysed the impact of professionally oriented legal education on students’ cognitive, emotional and practical skills. It is noted that active teaching methods ensure better acquisition of terminology, the development of critical thinking and readiness for professional practice. A similar approach is evident in the work of A. Al-Tarawneh *et al.* (2024). The researchers examined the prospects for professionalising the training of legal translators in a language-learning environment. They concluded that interactive teaching methods contribute to the development of professional language accuracy, the ability to work with legal texts, and communicative competence. This correlates with the findings of A. Anyan *et al.* (2023). The use of interactive multimedia resources in language teaching is described. It has been established that multimedia interaction boosts students’ motivation, enhances their comprehension of the material and facilitates the acquisition of new vocabulary. Similar conclusions are presented by F. Ariai *et al.* (2025). The researchers reviewed the application of natural language processing technologies in the legal field. They emphasised that digital interactive tools can be effectively used to simulate legal communication and

develop professional language skills. In terms of compliance with professional style, the EGT score increased from 3.18 to 4.18 points. The results confirmed the development of skills in using formal business language structures and adapting speech to a legal context. This is also supported by A. Azaria *et al.* (2024). The authors investigated the potential of ChatGPT as a tool for expert activities. They noted that AI in education helps to create interactive exercises, generate case studies and provide personalised feedback. This thesis is further developed by I. Cheong *et al.* (2024). The researchers analysed the involvement of lawyers in shaping responsible policies for the use of large language models in legal consultations.

The results obtained showed that the use of interactive teaching methods led to a significant improvement in speech accuracy in the EG, from 3.12 to 4.05. This confirms the general trend towards more effective acquisition of linguistic norms in a practice-oriented learning environment. The use of such tools in teaching requires the development of critical thinking and the ability to verify information. The necessity of a digital component is confirmed by A. ElSayary (2023). The author investigated the impact of professional development programmes on the development of teachers' digital competence. A well-trained teacher implements interactive technologies more effectively and organises a modern educational environment. A similar position is expressed by J. Hao *et al.* (2024). The researchers examined the transformation of assessment under the influence of generative AI. Interactive assessment systems can be used for the rapid monitoring of students' language achievements and the adjustment of the educational process. This is consistent with the findings of A.J. Khasawneh *et al.* (2023). The authors investigated experts' views on the evolution of translation education in the 21st century. They emphasised the need to transition to student-centred and interactive teaching models geared towards professional needs. The relevance of this issue is confirmed by L. Kohnke *et al.* (2023). The researchers examined the readiness of language teachers to use generative AI. The effectiveness of interactive methods depends to a large extent on the teacher's digital literacy and their openness to innovation. This argument is supported by N. Lesiana *et al.* (2024). The authors analysed classroom interaction within the framework of the communicative approach to language teaching. Constant verbal interaction among students contributes to the development of confidence, argumentation skills and practical command of professional language. A comparative analysis showed that in the EG, all indicators exceeded a level of 4.0, whereas in the CG they did not reach this level. This demonstrates the significantly higher effectiveness of interactive teaching methods. This is consistent with M. Martín-Sómer *et al.* (2024). The effectiveness of using interactive applications in higher education

and their impact on students' academic outcomes has been demonstrated. It has been established that digital interaction enhances motivation, engagement and the quality of learning. This is confirmed by K. Omuralieva *et al.* (2025). Approaches to language training for modern lawyers and the need to combine it with professional scenarios are outlined. It is emphasised that practice-oriented methods contribute to the development of future lawyers' language competences. This correlates with the findings of F. Prieto Ramos (2024). Changes in the structure of translation competence have been identified in the context of the use of AI in legal and institutional translation. The importance of combining digital tools with the development of critical thinking is emphasised. This is evident in the study by T. Shahzad *et al.* (2025). A model for the practical training of students is proposed, in which the activity-based approach and the simulation of professional situations is central. The study emphasised that learning through practice ensures a more effective transfer of knowledge into real-world professional practice.

Researchers have summarised the potential of large language models in education and the potential risks associated with their use. Such technologies can be used for personalised learning, automated feedback and expanded access to educational resources. This is consistent with the findings of L.P. Wanti *et al.* (2023). The researchers identified a positive impact of interactive media on language training and the communicative activity of learners. The level of communicative effectiveness among students in the EG increased from 3.2 to 4.1 points. This demonstrated the development of skills in articulating a position with reasoning, maintaining a professional dialogue, and interacting effectively in simulated legal situations. Such tools improve the perception of learning material and engagement in the learning process. This is confirmed by D. Yigci *et al.* (2024). The use of chatbots based on large language models in higher education is described. The authors demonstrate their role in supporting personalised learning, developing writing skills, and providing rapid academic support. This aligns with the position of R. Yuan (2021). The role of language specialists in modernising language teaching in higher education institutions was explored. The innovative approaches to language training were found to make a contribution to the improvement of the quality of language training and adaptation of students into the profession. These findings are supported by the work of L. Zhui *et al.* (2024) on the ethical principles of using large language models in vocational education. The authors note that upholding the principles of academic integrity and quality control of education is necessary. The logical coherence of speech increased from a mean of 3.22 to a score of 4.12 after the implementation of these methodologies based on analytical exercises and professional scenario simulations. The proficiency in legal terminology

increased from a mean of 3.3 to a score of 4.25 after the implementation of these approaches. In the CG, the corresponding indicators remained at a moderate level (up to 3.6). A summary of the results showed that the introduction of large language models and interactive digital technologies into higher education ensured an increase in the effectiveness of the learning process through personalisation, prompt feedback and expanded access to educational resources, whilst also fostering the development of students' communication and writing skills and their engagement in learning; however, the effectiveness of such implementation depended on adherence to ethical standards, principles of academic integrity and proper pedagogical quality control of educational outcomes.

■ Conclusions

The study found that teaching methods influence the acquisition of professional Ukrainian through the promotion of speaking practice, the simulation of professional communication situations, and the constant engagement of students in dialogue. This ensures more effective mastery of professional terminology, the development of grammatically and stylistically correct professional speech, and the development of the ability to apply linguistic means in accordance with the professional context. Interactive methods in professional language education in the legal field function as a holistic pedagogical system that combines the didactic principles of activity, problem-based learning and communicative orientation with constructivist, communicative and activity-based approaches, ensuring a transition from the rote acquisition of knowledge to its practical application in simulated professional situations, which contributes to the development of communicative and professional competence in future lawyers.

The results of the experiment helped to confirm the effectiveness of the approach. The initial scores of the CG and EG were almost identical in their initial scores ($M \approx 2.8-3.2$; $SD \approx 1-1.15$). Following the formative stage of the lesson, however, the CG experienced only a slight

increase in their scores ($M \approx 3.3-3.65$), but the EG experienced an increase in their score to a level of $M \approx 4-4.12$ with a reduction in the standard deviation to $SD \approx 0.82-0.9$. The results of the statistical analysis revealed that there were changes to the level of professional language competence within both the CG and EG of students. The CG revealed only a slight increase in their scores (from $M = 3.06 \pm 0.11$ to $M = 3.49 \pm 0.09$; $t = 2.14$; $p < 0.05$), but the EG experienced changes to their scores from an initial mean of $M = 3.02 \pm 0.12$ to a final mean of $M = 4.07 \pm 0.08$ ($t = 6.87$; $p < 0.001$). Furthermore, the EG scores ($M = 4.07 \pm 0.08$) were found to be significantly higher than those of the CG ($M = 3.49 \pm 0.09$; $t = 5.92$; $p < 0.001$), confirming the effectiveness of the interactive teaching methods for improving the language competence of college students.

The proposed algorithm for using interactive methods involves a phased approach to the teaching process, which includes simulating professional scenarios, working with case studies, analysis and adaptation of legal texts, tasks involving the creation and editing of documents, the development of reasoned oral discourse, and the integration of various activities with systematic assessment of results. This ensures the development of the ability to speak accurately, logically and in a professionally oriented manner, and enhances the readiness of future lawyers for effective communication in the real-world conditions of legal practice. Prospects for further research include analysis of the effectiveness of interactive methods combined with digital AI technologies for the individualised development of professional language competence among future lawyers.

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None.

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Інтерактивні методи навчання української мови професійного спрямування у підготовці фахівців юридичного профілю

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■ **Анотація.** Метою дослідження було визначення впливу інтерактивних методів навчання на формування професійної мовної компетентності майбутніх фахівців юридичного профілю. Методологія дослідження включала теоретико-методологічний аналіз, порівняльний аналіз наукових підходів, узагальнення педагогічного досвіду, навчальний експеримент на базі закладів вищої освіти України. Було досліджено, що інтерактивні методи у професійній мовній підготовці юристів включають рольові ігри, кейс-метод, дискусії, симуляції та роботу з професійними ситуаціями, і забезпечують формування комунікативної компетентності, розвиток аргументації та опанування юридичної термінології в умовах моделювання реальної професійної діяльності. Було вивчено, що дидактична основа інтерактивного навчання ґрунтується на принципах активності, проблемності та комунікативної спрямованості, що дозволяє формувати у студентів уміння логічно будувати висловлювання, застосовувати мовні конструкції та діяти в умовах професійного мовлення. Було досліджено ефективність інтерактивних методів навчання у педагогічному експерименті, в ході якого зафіксовано зростання середніх показників експериментальної групи до рівня $M \approx 4,05-4,25$, тоді як у контрольній групі відповідні значення становили $M \approx 3,4-3,6$, що свідчить про більш виражену позитивну динаміку в експериментальних умовах. Отримані результати підтверджують, що застосування інтерактивних методів навчання забезпечує суттєвіше підвищення рівня сформованості професійної мовної компетентності порівняно з традиційними підходами. У результаті формувального етапу експерименту в експериментальній групі зафіксовано зростання середніх показників професійної мовної компетентності за всіма критеріями: точність мовлення підвищилася з 3,12 до 4,05, відповідність професійному стилю з 3,18 до 4,18, комунікативна ефективність з 3,2 до 4,1, логічність висловлювання з 3,22 до 4,12, а володіння юридичною термінологією – з 3,3 до 4,25, що суттєво перевищує динаміку контрольної групи (зростання в межах 3,1-3,25 до 3,4-3,6), що вказує на ефективність застосованих інтерактивних методів навчання. Було досліджено, що алгоритм впровадження інтерактивних методів включає створення професійно орієнтованого мовного середовища, моделювання юридичних ситуацій, роботу з кейсами та нормативними текстами, що забезпечує практичне засвоєння мовного матеріалу. Практичне значення роботи полягає у можливості використання її результатів для вдосконалення методики викладання української мови професійного спрямування у підготовці майбутніх юристів шляхом упровадження інтерактивних методів навчання.

■ **Ключові слова:** правниче мовлення; офіційно-ділові мовні конструкції; правова аргументація; інтерактивні методи; комунікативна компетентність