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POSSIBILITIES OF USING INTERACTIVE PLATFORMS IN PROFESSIONALLY ORIENTED ENGLISH LANGUAGE TEACHING (ON THE EXAMPLE OF ARCHITECTURE STUDENTS)

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Abstract
: This article explores the pedagogical potential of interactive platforms in teaching professionally oriented English, with a particular focus on architecture students. It analyzes how digital interactive environments contribute to the development of communicative competence, professional terminology acquisition, and learner autonomy. The study emphasizes that interactive platforms transform traditional teacher-centered instruction into a learner-centered, collaborative, and practice-oriented learning process. The findings indicate that such platforms significantly enhance the effectiveness of English language instruction in higher education, especially in discipline-specific contexts.

Keywords: Interactive platforms, ESP, architecture students, communicative competence, digital learning, professional English, blended learning.

Introduction

In contemporary higher education, the process of teaching foreign languages is undergoing significant transformation due to globalization, rapid development of information and communication technologies, and the growing importance of competence-based education. One of the key priorities of modern education is not only to provide students with theoretical knowledge but also to develop practical skills that enable them to function effectively in real professional environments.

In this context, teaching English as a foreign language has shifted from a purely grammatical and lexical focus to a communicative and professionally oriented approach. English is now widely used as an international language in science, engineering, architecture, and design, which makes its mastery essential for future professionals.

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Among various pedagogical tools, interactive platforms have emerged as highly effective instruments in enhancing the quality of English language instruction. These platforms support active learning, collaboration, and independent study, thereby improving students' communicative competence and professional readiness.

This study is based on qualitative and analytical methods. Theoretical literature in the fields of pedagogy, linguodidactics, and educational technology was systematically analyzed. A descriptive approach was used to examine the role of interactive platforms in professionally oriented English language teaching.

In addition, a pedagogical analysis was conducted focusing on the application of digital tools such as learning management systems, virtual classrooms, multimedia resources, and interactive applications. The study also considered methodological approaches such as task-based learning, project-based learning, role-play activities, and collaborative learning strategies used in ESP (English for Specific Purposes) contexts.

The analysis shows that interactive platforms significantly enhance the quality of professionally oriented English language teaching in architecture education. Firstly, these platforms increase student engagement and motivation. Learners actively participate in the learning process through online discussions, multimedia tasks, and collaborative projects, which fosters a more dynamic learning environment compared to traditional instruction. Secondly, interactive platforms support the development of professional vocabulary and terminology. Architecture students can practice describing architectural structures, analyzing design concepts, and presenting projects in English, which closely reflects real professional situations. Thirdly, these platforms enable the integration of multimedia resources such as 3D models, virtual tours, video lectures, and visual presentations. Since architecture is a highly visual discipline, such resources significantly improve comprehension and retention of professional content. Furthermore, interactive platforms facilitate the development of communicative competence through virtual seminars, online debates, role-playing activities, and simulation-based tasks. Students are able to simulate real professional scenarios such as client meetings, project presentations, and team discussions in English. Finally, these platforms promote individualized learning by allowing students to learn at their own pace, revisit materials, and access additional resources according to their needs. This contributes to the development of independent learning skills and lifelong learning competencies. The effectiveness of interactive platforms lies in their ability

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to transform the learning process into an active, learner-centered system. Unlike traditional teacher-centered instruction, interactive digital environments position students as active participants in the learning process. Through online quizzes, forums, webinars, and collaborative tasks, students engage in meaningful communication and knowledge construction. In professionally oriented English language teaching, such activities simulate real-life professional contexts, enabling learners to apply language skills in practical situations. For architecture students, interactive platforms are particularly valuable, as they allow the simulation of professional scenarios such as design presentations, client negotiations, and group project discussions in English. These activities not only develop linguistic competence but also enhance analytical thinking, creativity, and teamwork skills. However, the successful implementation of interactive platforms depends on pedagogical design and teacher competence. Technology alone is not sufficient; it must be integrated into a well-structured instructional framework that aligns with learning objectives.

Interactive platforms play an increasingly crucial role in modern professionally oriented English language teaching, especially within specialized fields such as architecture, engineering, and design. Their significance is rooted in the shift from traditional knowledge transmission models to competence-based, learner-centered educational paradigms. In this context, language learning is no longer viewed as an isolated linguistic activity, but as an integrated process closely connected with professional practice, cognitive development, and communicative performance in real-world contexts.

One of the most important contributions of interactive platforms is their ability to develop communicative competence in a structured and practice-oriented manner. Through synchronous and asynchronous communication tools, students are exposed to authentic language use in meaningful contexts. Virtual discussions, online presentations, peer feedback sessions, and collaborative tasks allow learners to actively use English for professional purposes. In architecture education, this includes activities such as presenting design concepts, discussing architectural solutions, defending project ideas, and engaging in simulated client–architect interactions. Such practices significantly improve fluency, accuracy, and pragmatic appropriateness in professional communication.

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In addition, interactive platforms play a vital role in expanding students' professional vocabulary and terminology. Architecture as a discipline requires mastery of highly specific lexical units related to design principles, structural elements, construction processes, materials, and spatial analysis. Interactive digital environments provide access to multimedia resources such as annotated diagrams, 3D models, video lectures, and virtual tours, which facilitate contextualized vocabulary acquisition. Learning terminology in real or simulated professional contexts enhances retention and ensures that language is not learned in isolation but as part of meaningful conceptual frameworks.

Another key dimension is the development of critical thinking skills. Interactive learning environments encourage students to analyze problems, compare alternative solutions, evaluate design proposals, and justify their decisions in English. Task-based learning, problem-based learning, and project-based learning methodologies integrated into digital platforms stimulate higher-order cognitive processes. As a result, students move beyond memorization and begin to engage in analytical and evaluative thinking, which is essential for professional decision-making in architecture and related fields. Furthermore, collaborative learning is significantly strengthened through the use of interactive platforms. Group projects, peer review activities, and online discussions foster teamwork and shared responsibility. Students learn to negotiate meaning, coordinate tasks, and collectively develop solutions, which reflects real professional working conditions in architectural practice. This collaborative environment not only enhances linguistic competence but also develops interpersonal and organizational skills that are essential in multidisciplinary professional settings. Importantly, interactive platforms transform the traditional passive learning model into an active, participatory, and student-centered educational process. Learners are no longer passive recipients of information; instead, they become active participants who construct knowledge through interaction, exploration, and communication. This shift increases motivation, improves engagement, and supports deeper learning. The integration of multimedia content and real-time feedback mechanisms further enhances the effectiveness of instruction by addressing different learning styles and individual needs. The study concludes that the integration of interactive platforms into ESP (English for Specific Purposes) teaching creates a more efficient, dynamic, and meaningful learning environment. It ensures that language learning is closely aligned with professional requirements and real-world

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communication needs. Moreover, it prepares students for effective participation in international professional contexts by equipping them with both linguistic competence and intercultural communication skills. Ultimately, such an approach supports the successful integration of graduates into the global professional community, where English serves as a key medium of communication in architecture and other technical disciplines.

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