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DIGITALIZATION OF THE EDUCATIONAL PROCESS IN HIGHER EDUCATION INSTITUTIONS IN UKRAINE: EXPERIENCE IN THE USE OF INTERACTIVE APPLICATIONS

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Modern higher education in Ukraine is undergoing profound transformation due to the development of information and communication technologies and external crises such as the COVID-19 pandemic and martial law. Traditional teaching methods can no longer fully ensure the necessary level of student engagement, especially in the context of distance and hybrid learning formats in Ukrainian higher education institution [1].

A key trend in recent years has been the shift from teachers creating their own visual aids to using interactive digital platforms and artificial intelligence (AI). This not only saves time, but also creates an environment where theoretical knowledge is organically combined with its practical application.

The use of game-based learning in Ukrainian higher education institutions is recognized as a powerful driver of students' cognitive abilities. The wish to win an interactive game motivates students to use their existing knowledge and effectively fill in information deficits.

Generative AI (e.g., ChatGPT), which has become a serious challenge for the academic community of higher education institutions in Ukraine, despite concerns about academic integrity, requires an immediate transformation of teaching

approaches, where technology acts as a supporting tool but requires strict verification control by the teacher.

Analysis and systematization of experience in using interactive applications (namely interactive digital platforms) in higher education institutions in Ukraine allows us to identify certain advantages and disadvantages.

Advantages:

– *Time savings:* use of ready-made templates and auto-generation of tasks using AI.

– *Accessibility and flexibility:* the ability to study using a smartphone anywhere and anytime.

– *Personalization and interactivity:* creation of content that meets the professional needs of a specific applicant.

– *Objectivity:* automatic task verification minimizes the risk of teacher bias.

Disadvantages:

– *Cybersecurity:* the need to protect personal data during registration.

– *Technical support:* unequal access of students to powerful devices or stable internet.

– *Academic integrity:* difficulty in verifying the independence of work.

– *Financial component:* limited free tools and the presence of advertising in unpaid versions [2].

The following key digital interactive platforms are the main interactive applications used in higher education institutions in Ukraine:

1. *Baamboozle:* allows you to create team quizzes. A special feature is the element of chance (bonuses or loss of points), which increases excitement and motivation.

2. *Wordwall:* offers a large number of templates for quickly developing individual or group exercises.

3. *LearningApps.org:* A convenient service for communication between teachers and groups, where mistakes can be analyzed after completing exercises.

4. *Memes:* using services (Canva, iloveimg, kapwing, mematic, etc.) to create ironic content that illustrates learning situations.

The most versatile tool in Ukrainian higher education institutions is the Genially interactive platform [2].

Genially features:

– Interactive presentations and infographics: transform complex formulas and biochemical cycles into visual components with interactive buttons.

– Gamification: creation of escape room-type quests and card games.

– Analytics (Activity Dashboard): teachers can see how students interact with the material, allowing them to adjust the complexity of the course.

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– Personalization: use of choice boards to select an individual educational path [2].

Conclusions. Interactive applications have become a fundamental basis for implementing hybrid learning in higher education institutions in Ukraine. In the context of martial law, these tools have become vital for maintaining the attention of students who are in shelters or have limited connectivity. The integration of digital applications into the educational process should be organic and not completely replace traditional learning, so as not to lead to a decrease in motivation due to oversaturation. The future of digitalization in Ukraine lies in the creation of adaptive AI-based systems and the implementation of augmented reality (AR) for distant laboratories. The main challenge remains finding a balance between technological progress and preserving the quality of social interaction between teachers and students.

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